Progress of Education

(Formerly THE FILIPING TEACHER)
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MARCH, 1911

No. 10.







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AGENTS

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(Formerly THE FILIPINO TEACHER)

A monthly periodical devoted to the welfare of the teachers and educational work in the Philippines.

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Office 142 Dulumbayan St.-P. O. Box 1090, Manila P. I.

VOL. IV

MANILA, MARCH 30th, 1911

No. 10

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THE DIGNITY OF LABOR

In reviewing the history of the Philippines we see that its economic development has been retarded for several decades. The general attitude toward labor is partly responsible for this. History credits the primitive Filipinos with habits of industry and love of work. The industrious negritos of to-day who have never been under the iufluence of another race are evidence of the fact that the general indifference to labor is not at But among other Filipinos who have lived under the domination of another race a false attitude towards labor has developed until it has become a barrier to the progress of the people. The Bureau of Education is laying special stress upon teaching school boys and girls that labor is dignified.

I shall not dwell on the subject in its abstract phase but shall rather confine myself to its everyday practical side. Reflecting on the innumerable achievements of humanity in all times and ages we have come to look upon labor as the foundation stones of the existence of humanity itself. Man has his ideas and ideals, hopes and ambitions, he has desire and inspiration to actuate him to work in order to realize his most cherished dreams but when this providential agent is wanting

all his endeavors are futile and decidely inconsequential. As labor is the one great source of all human comforts and happiness so in its service to mankind it is second to none.

What is labor? In Economics it is defined as an agent directly or indirectly employed for the production of wealth. It is either mental or physical but both serve one common purpose. garding these two phases of labor, different I may say, antagonistic conceptions exist that mental labor alone is noble and ennobling and that bodily labor however lucrative it may be and however inteligently it may be performed indicates an inferior capability. Hence, the prevailing idea is; that the highest education is that which culminates in the three learned professions: that industrial education prepares one for an in-The old education is for the few, ferior calling. the modern education is for all, the old education prepares for the three learned professions, the modern education prepares for intelligent activity in every department of life; the old education is literary, the modern education not only literary but such as brings in to play all the available human faculties. It is the education which prepares a man for any line of activity to which

J. REYES-Fotografo

MANILA -- CARCER N.º 18, (San Sebastian)

he cares to dedicate himself. Its doctrine based on sound reasoning, preaches the dignity of both the work of the hand and that of the mind or the work of the mind supplemented by the work of the brain. The ground, therefore, for the antagonism of the two conceptions in regard to mental and bodily labor is built in conflict with the admitted doctrine of modern education. The refore he who regards manual labor with indifference not only adheres to the old narrow and unfounded theory but questions the principle established by the consensus of opinions of the intellects of the age.

It is in connection with manual labor that I shall concern myself. Let me not be understood as disregarding the work of the brain. What I endeavor to emphasize is: that the hand and the brain are two different agents of labor; that the hand is as important an agent as the brain; and that the functions of the brain will he ineffective without the cooperation of the hand. The idea is to train the hand so that it can the better serve the brain and to train the brain so that it can the better direct the hand. Just as air is vital to life so the hand is to labor. Just as life is impossible without air so labor can not be of any consequence without the hand.

That the work of the brain if it is honestly and intelligently performed is dignified, nobody questions. But it should be regarded as such only so long as honesty and intelligence characterize it. Not every piece of work of the brain is noble; it may be most infamous. The work which is in itself honorable, the work of a wise, conscientions and upright mind has the only valid claim to dignity.

The questions now arises: Is manual labor dignified? Most decidedly it is; there is obsolutely no reason to deny it. A prosperous farmer with his happy family in his home on a fruitful plantation is as well of as a lawyer who depends

for his living on the disputes and controversies of his neighbors. A carpenter working cheerfully and skilfully is engaged in a more patriotic work than a self styled politician who addresses crowds for effecting ends strictly his own. A mechanic who struggles to maintain a high proficiency in his work has reason to be more proud of it than a clerk who counts the wealth of others. A street laborer with a shovel in his hands, provided that he makes good use of his wages, that he is loyal to his duty, that he is honest in his dealings, that he strives to improve himself so that he can increase his earning capacity and bring more confort to his family, this kind of man is just as worhty of the esteem and respect as the man in whom the greatest confidence of the people reposes. He is an ideal citizen and an effective unit of the nation.

On the other hand, a man who looks down upon manual labor as debased, notwithstanding his intellectual ability has very little cause for congratulating himself on the progress he has made in character building. In this class of individuals we meet the uneducated, the idlers, the vagrants, the thieves and the criminals. The first duty of a good citizen therefore is to guard

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himself from influences which might lead him to regard manual labor with indifference. He will come to love manual labor and he will come to find in it a means for earning an honorable livelihood. Not until then can he render his first and best services to society to support himself so that he may not be a burden to others,

I do not mean to say that to he a pharmacist, a physician, a lawyer or a legislator is not at all desirable. The country needs them and he who has an inclination to one of these professions should devote his time and energy to it. If one feels that he has a strong inclination and ability for law he should study law and not agriculture. But the idea which should he discouraged and condemned is the idea that manual labor is degrading to those who have received a general education such as our High Schools provide. This idea is indeed not worthy of a H. S. graduate. It is in conflict with sound reasoning which he should strive to possess and in violation of the doctrine of modern education under which he is trained. I believe that a duty devolves upon us, as H. S. graduates to discard this idea completely and to uphold the doctrine that all labor mental or physical, provided that it is executed

with honesty and intelligence is dignified with these two elements characterizing normal labor there is no reason to regard it as less honorable.

I have mentioned before that the Bureau of Educ ation is trying to develope the idea that all labor is noble. Thruout the islands trade and agricultural schools are established. Judging from the work accomplished in these schools the men of the coming generation will be a strong factor in the economic development of the Philippines.

We must guard against idleness. Our watchword should be "Labor is noble, Idleness is a disgrace." This class which is now to receive diplomas has for its motto, "On to Victory". Let our motto be our goal. Let us all strive to reach the goal through work and diligence. If we adhere to the watchword the goal is near and easily can be reached. Let us "go on to victory with confidence in the work of the brain and in the work of the hand. Then, with loyalty to our duty, with firm determination to succeed our victory is assured.

VICENTE VILLAMIN,
1911 Graduate M. H. S.

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TEACHING GARDENING IN SCHOOLS

Gardening has become one of the important features of the public schools in these Islands. Its introduction in the schools is greatly emphasized in the course of study for the primary and intermediate grades. There is much reason in doing so because the economical resources of our country mostly come from farms. Successful gardening will lead a man to profitable farming, Profit able farming means health, strength, wealth, happiness, and wisdom. What a great thing it is to be a farmer!

Those who have much experience in the school garden movement are emphatic in their statements regarding the educational value of this work. It is found that quick discrimination is one of the good qualities resulting from it. The handing of small seeds of various tools develops skill and agility. The idea of ownership and the rights of ownership, which come from the possession of a garden, induce the pupil to exercise his ability to make his possession as good or even better than that of his neighbor.

The individual garden then has an advantage over a community garden. Besides developing the right of ownership it fixes in the mind of the pupil a respect for property rights. It allows each one to possess a garden to perform each and every operation connected with the preparation, planting, and care of the plants grown in that garden. This, if properly conducted, develops, system and furnishes a basis of very valuable knowledge. If the requirements of the different crops in regard to preparation of soil, depth of planting, date of planting, and manner of harvesting and training are all carefully observed, the young mind has indelibly fixed upon it

impressions which will be retained throughout life. Industry is not an unimportant result which comes from school garden work.

In connection with these operations, the teacher can illustrate the good and evil effects from certain methods of cultivation, of working soil when in good and when in bad condition; can demonstrate the value of deep and shallow tillage, together with the importance of maintaining a loose soil much for the conservation of moisture.

If practicable, the pupils should be allowed to do all the work of preparing the land as well as of planting the seed and caring for the plants. The teacher may explain the nature of the soil as a source of plant food, and a store house and conveyer of water and air. He may explain the influence of fining the soil and the liberation of plantfood and water content, the importance of hoeing or cultivating to eliminate competition by the destruction of weeds and to conserve moisture as stated before, and the necessity of thinning the plants in the row such as radish, beets, mustard, carrot, etc. in order to reduce competition and increase the area of the individual plant.

Field excursions is an ideal way of conducting nature study with reasoning minds that have been trained to logical system. Field excursions give disconnected frag ments of the history of plants, while the school garden furnishes opportunities for observing plants from seed time to harvest.

In connection with garden work, the artificial adornment of grounds by means of plants may be practiced.

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Up to the present time, this has received very little attention in many schools. The appropriate use of shrubs, vines and herbaceous plants in the adorments of both school and home grounds gives a charm and beauty which are pleasing to the passer by as well as to the occupants of the home and school. Their gradual changing aspect heightens their pleasing effect and relieves monotony. Our fields would furnish us thousands of beautiful plants which, when collected and carefully grouped in cur yards would make an excellent place for comfort. With plenty of comfort youth is mantained and life is made long and pleasant.

Much has been said of the value of school garden and the work of the teacher, I shall now with pleasure give you a brief idea of the work done by forty hard worker—pupils in that school garden in Tanauan Intermediate School, Batangas. In a piece of ground, 84 m. by 40 m. fenced with varbed wire and wooden ports, 2,400 seedlings of oranges, 375 plants of maniok, 525 plants of piña, 50 plants of mulberry, 500 plants of sugar cane, 2573 plants of sincamas, 25 bauanas and some minor vegetables are now found growing. All these plants are planted and cultivated according to the modern system of conducting a garden. All the work is practically done by the pupils under the supervision of the teacher.

The plants show shrifty growth and promise good results.

The corn (Mexican June) and cowpess which were supplied by the Bureau of Agriculture were planted in grew well. The the early part of the school year. They corn made good sized ears, one to three in one stalk. The cowpeas spread very rapidly and produced from fifty to one hundred twenty pods in every plant. I am sorry to say, that the garden being far from the school house, the ears of corn with the showy long pods of the cowpeas served as an attractive beautiful panorama to some of the active spectators. Their interest did not wane until every ear and pod was gone. So we saved no seeds. I reckoned that we could save at least five hundred ears and a great amount of cowpeas from that one crop alone. While the plants were in their productive stages, I believed that I could send a satisfactory report to the Bureaus of Education and Agriculture, and could supply every farmer in the locality interested in corn growing with some seeds, but this cannot be done now owing to the disappearence of the

Finally, we hope that our school garden will be given better support at the coming school year.

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CONSCIOUS EVOLUTION THE KEY TO IMMORTALITY

Vitality is the gft that nature bestows upon every creature in the processes of mental and physical growth. Every manifestation of life is for the definite purpose of unfoldment. As soon as any creature ma tures, its vitality begins gradually to diminish. Nature has no permanent use for anything that has reached the climax of growth How then, can the universal energy be changed from the potential to the active state, to perpetuate the body? New life results from conscious demand; which is not merely an appeal for new vitality, but is rather an appropriation by the subjective mind, founded upon necessity. Eternal life may be expressed, undisturbed by old age and somatic change, if one creates the necessity for it; because this necessity compels the subjective forces continuosly to appropriate new vitality.

How can this necessity for new strength and vita lity be created? Man must remain forever in the same relation to nature as does the unfolding child, the budding flower, the climbing vine, the growing tree. Although Nature has infinite resources, yet it will not maintain perpetual maturity. Consciously to perpetuate existence is to manifest fresh vitality by the constant conception and realization of new ideals of growth. The fact that no creature expresses conscious immortality does not necessarily disprove its possibility, but it teaches an important lesson. In order to demostrate perpetual life depart entirely from the racial standard of unfoldment Man differs from other animals through concious volition, and may thus determine to unfold and live forever.

As maturity is not the finality of nature's possibilities, but only a limitation of personal consciousness,

it is possible to refus to recognize it and continue to conceive and express new ideals of growth. One can create a new consciousness in which maturity, as the world understands the term, but he becomes a god.

The kingdom of im nortality cannot be realized while conscious of maturity. Science proves conclusively that the unfolding consciousness is the only one that will bring everlasting health, youth and beauty. To BECOME as a little child" does not mean to be subject to the dictation of others, nor to be subordinate to any one. The principal characteristic of the child is its constant mental physical unfoldment. Realizing the process of actual unfoldment, look forward to constant development and increase of power. This means not only mental but also physical growth. Bodily growth is not limited to increase in size. Higher standards must be evolved. Although many are reaching the limit of their ideal of growth, and are, therefore, expressing "OLD AGE", man is yet a babe in both mind and body.

There is opportunity for perpetual improvement. Between the man of to-day and the man of the future, there is as vast a difference as now exists between the lowest aoeba and man. He will change in form as helearns to lay aside the shackles of mature consciousness, and will ever see new opportunities for growth. He must become a conscious factor in evolution; but this theory is mistaken, for the present form of body is relatively crude. In the future, man will have greatly increased lung development, and will receive direct from the air far more nourishment than at present. There will be a corresponding decrease in the development of the digestive and excretory organs.

The most important evolutionary change will be in

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the creative nature. Marriage will be consummated as to perpetuate the participants. There will be fear neither of race suicide not of over-population to cause alarm. The perpetuation of the individuals will maintain the population of the world. The creative organs have regenerative as well as generative function. A knowledge of the regenerative life is necessary for the perpetuation of youth.

The man of the futre will evolve wings, and flying will be as natural as walking. The intense interest in flying machines proves that man desires wings in picturing a future state, artists often portray winged human forms.

As an alternative to death, the grown caterpillar changes to a chrysalis, and finally to a butterfly. From a lowly worm, it becomes a beatiful winged creature, and flies with noble independence from flower to flower. Scientists do not deny the possibility of man's evolving wings, though many think it improbable owing to the energy that would be required to sustain them. The vitality, however, obtainable in flight, through abundant air and perfect exercise, would amply compensate for this demand. By appropriating more elements from the air, and decreasing the use of heavy foods, a light body, favorable for flight will readily be constructed.

This metamorphosis has a direct bearing upon the attainment of perpetual life, for only the man who rejects the idea of maturity and determines to grow endlessly will survive. To avoid maturity is to escape the form of death which destroys the entire body. The man determined to evolve wings is immature and youthful while this ideal is being realized, even though it should take centuries. Before this ideal is realized he can project another, and thus forever prevent maturity and old age.

The result of delaying maturity is illustrated by experiments with the wonderful but recently discovered element called radium.

The most startling experiment performed thus far at the Pasteur Institute is one undertaken by M. Danysz, February 3, 1903, when he placed three or four dozen little worms that live in flour, the larvae EPHESTIA KUEHNIELLA, in a glass flask where they were exposed for a few hours to the rays of radium. He placed a like number of larvae in a control flask where there was no radium, and he left enough flour in each flask for the larvae to feed upon.

After several weeks it was found that most of the larvae in the radium flask had been killed, but that a few of them had escaped the destrictuve action of the rays by crawling away to distant corners of the flask where they were still living. But THEY WERE LIVING AS LARVAE, NOT AS MOTHS, whereas in the natural course the should have become moths long before, as was seen by the control flask, where the larvae had all changed into moths, and these had hatched their eggs into other larvae and these had produced other moths. All of which made it clear that the radium rays had arrested the development of these little worms.

To be continued

D. J SANTOS

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LITERARY PAGE



To the founder of the "K.". K."

"Make way for liberty!" this was the cry
Of those patriots thirsty'ng for freedom's balm;
"The Philippines must now her chains untie,
E'en by the bolo, club or teeth!"... a storm!

A whirlwind grand those patriot cries have hurled.

And swept the miasma which infest this land,

The banner of the sun and stars unfurled,

Made redder still by heroes' blood, and stained!

Rizal, with the torch of his giant mind, Illumined the horizon, show'd the ruins, The fetters and padlocks our lips to bind Are being forged, ... ah, to wake we begin!

Then, Bonifacio, fearless as a Spartan,
Preferred death rather than to live a slave
To those who seized his sires' homes with cannon,
Ang Balintawak echoed the cry he gave!

"The Philippines must now be free!" he cried,
"To arms, brethren, and down with Tyranny!"
To the fields they flew, their homes they left, they tried
With titan pow'r to unbind their Country!

Mabini held the torch high with his hand
Guiding his brethren thru the devious path,
While Bonifacio with his dauntless brand
Defied thus: "Give us liberty or death!"

Thus frantic with the sacred fire of love,
Forgetting fear and death, the heroes plunge,
While Bathala's hosts are singing from above,
Helping the braves their land to expungel

L'ENVOY.

Without thy valor, oh, thou dauntless Chief,
Thy brethren might not have begun in time,
Without thy arm indomitable Chief,
Thy brethren might not yet the heights then climbed!

With thee, the hearts and minds so greatly change,
The wav'ring breasts turn to unbending courage,
The cowards, thou make'st them so brave, ... 'tis strange,
It seems that thou are sent our wrongs to avenge!

They say thou'rt lowly born: what matters it?

What matters it if thou'rt a toiler's son?

Thy patriotic valor will admit

Thee, 'lone, as one of Fame's brave sons, renown!

Dauntless hero, thy cry was not in vain, •
Thy iron valor still is felt by all,
Thy enthusiasm lives! it warms our Vein,
Our hearts still beat of that day tragic.!!

Rest, rest theu undisturbed in thy mansion Of peace; thou art past the tyrant's blow, Thy detractors vile may try to soil thy sun, Yet to us, there's none braver than thoul

JULIANUS.

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The Lay of Taga-Ilog.

To Miss J. Silva.

Hark to the song of the birds in the air. As they are greeting the morn bright and fair; Hear how harmoniously the sweet notes flow, List to the strain that is tuned all for youl See how the Sun shines forth with silver glare, To give joy and happiness everywhere; Look at the sky, in its deep azure blue, And behold how lovely they smile on youl

From you gray hills, where the heavins and earth meet, From that crystal brook, that washes their feet, Rises the murmur in soft melody: "Long livest thou, is our sole wish for thee"! 'Neath yonder thorn, blush the roses so sweet, And with their fragrance, your birthday they greet, While in their muteness, they wish you to be,— As sweet as ever, with unfailing gleel

E'en the green woods that skirt the bustling town, Have made for you a worthy queenly crown, And in a sigh which wafts the playful wind, They hope that Good-Luck you will always find. And the merry chime that the bells pour down, As they are ringing from you tower brown, Blesses you with peace and all wishes kind: Your happiness and success, all combined.

But above all, give ear unto my lyre, That swells the note of my living desire; Drink of the lay that speaks of sincere Love, And cast your glance at the bard in the grove. Ere I begin to chant my lyric verse, And fill with your praise, the whole Universe, I press on you a gracious boon to make, Ah, smile on me, fair daughter of the Lakel

Far away on the plains on Ilogan, Where dance the streams, 'neath á tropical Sun, Where smiles the moon with her sweet pallid sheen, Over a Virgin's broad mantle of green; There on that shore, I've built for you alone, As 'tis meet for Queens, a majestic throne, From where you'll survey the whole vast domain While I sing to you this old love refrain:

"You are the Muse who presides over my songs; You're the fair one to whom my heart belongs; You are the Star, whose serene and bright light, Shines fore'er on my heavens of delight; Sweet fount of Love, whose fresh waters are pure; Source of my hopes that taught me to endure; Your are to me, as you have always been,-My Grecian Goddess and Philippine Queen!"

Then come with me to that land 'cross the sea, Where happiness awaits both,—you and me; Come to the vale where together we'd roam, And where awaits us a dear Home Sweet Home. Come, Oh Enchantress of my fair dreams, Come to that region of the many streams, Where we will live forever and ne'er part, Where you will reign over a faithful heart!

K. H. A.

ERRATA.

There appeared certain mistakes in the first lines of the Scenc II of Patria, Fides., Amer, which Was published in our last issue. The original is as follows:

Scene II—II Stret. Night.

(Enter Annie, Remy, Lucy and Fely) 'Tis time for us to be now there It'e sight

Lucy.— Tis darkl

Annie -

Soft fantas

tic music on.
Raise curtain Patria,
Fides, Amor

Fely.— I am afraid! Remy .-I see no one

> Walking, not one, not one. 'Tis not proper For us women to be found walking now

In the street. Annie.-Ne'er mind. We must do this. If not,

We shall be left behind the course of time For she who will not up must down, and she Who'll not go forward with swift Progress, She rides on a winged car so we must race, And strip ourselves of those old customs, yes, Because they hinder us on our free march, are discove. And e'en our dress, I think, why must all change! Yes, for sake of our dear Philippines!

Patrta.— Heaven forbed Annie.

The four. Philippines!

Hail, hail to the sweet mother: (kneeling)

Patria. — Daughters mine, Annie. Thou seem'st to be another woman

Who'st not born in this soil, in this fair home Thou seemest to forget this illstarred land This land which gave three bird life and saw thy

CAIBIRAN

The poem which bears this title and which was published in our last member also appeared and some errors is it. Line 84, last line, paragraph 5 reads;

"Oh how I live once more upon the plain!

The original reads:

"Oh how I wish, but wish is vain, To live once more upon they blain!

Maximino Mina

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March 19, 1911.



EDITORIAL



MEANINGLESS AND ABSURD

The persistent rumors which for some time past have circulated among the teachers to the effect that certain persons are working for the downfall of the P. T. A. and its organ "The Progress of Education" are now fully confirmed. What a month or two ago appeared to us as a mere suspicion that the gentleman who formerly was Manager of "The Filipino Teacher" and Pres. of the P. T. A was working for the downfall of the association and the successor of its organ, is now a truth of which we have not the slightest shadow of a doubt.

"I was working and will continue working to have "The Progress of Education stopped," Such, in substance, was the haughty but altogether meaningless remark uttered by the former Pres. of the P. T. A. to the Publisher of this Journal. The remark, meaningless and absurd as it is, is nevertheless interesting to all Filipino teachers who are members of the P. T. A. Why is this remark interesting? Simply because in it can be read, as if on the pages of an open book, the sincerity of the man who as General President of the P. T. A. and manager of its organ, has at various occasions both privately and publicly declared that he was working to secure the betterment of the conditions of the Filipino teachers. Let us see why. The teachers' Journal known as "The Filipino Teacher" had its name changed to "The Progress of Education." "The Filipino Teacher" as every teacher knows, is the only one of its kind that voices the sentiment of the Filipino teacher body of the Archipelago. To wipe this Journal out of existence is equivalent to depriving the Filipino teachers of the only means by which they can express their grievances and defend their interest. Now then, what logical conclusion can be drawn from the fact that the man, the very man who in former occasions have declared that he was working for the good of the teachers, is now the very one who is working to kill their only Journal through which they voice their conditions? Ye who has followed the thread of these lines, ye who is well acquainted with the too frequent declaration that "he" is working for your welfare, speak. Speak and tell us if that remark does not accurately picture the man. There are many ways in which a man can prove the sincerity of his utterances; there are a thousand and one ways whereby a man who aspires to occuppy the leadership of the Filipino teachers can show his fitness for such an aspiration; but solemnly declaring on all occassion that the "Union of all the teachers," "the betterment of their conditions" are his purposes, and then later work for the downfall of their Association, and the death of their only organ in the press, is certainly not the way.

We have shown why the remark is interesting to the teacher members of the P. T. A. It now remains for us to show why it is meaningless and absurd. It is meaningless because in spite of the fact that the person named above has worked much to kill the Journal, the Journal now comes out much improved, much fresher, and what is still better, more firmly determind to continue its work. The remark is absurd, in that this Journal does not owe its existence to the whims and caprices of any one man and therefore can not be stopped simply because someone wants it

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PASAJE DE PEREZ ŠAN JACINTO (Alto.) stopped. This Journal owes its existence to the steady support willingly given it by the public in general and the teachers in particular. As long as this Journal does not overstep the bounds of law, as long as it deserves and maintains the good will of the whole Filipino teacher body, as long as this Journal receives the moral and material support of all who sincerely believe that the actual condition of the Filipino Teacher body must be improved, so long will "The Progress of Education" live.

TO THE PROV. COMMITTEES OF THE P. T. A.

The acting General Secretary of the Executive Board of the P. T. A. has formally notified the Prov. Committees that the yearly Convention of the Association will be held in Manila sometime during the month of April. Since the sitting of the last Convention, serious matters have come to pass in the life of the Association, and this makes us predict that the coming Convention will be the most transcendental in the long history of the Association. The magnitude of the work it is called to deal with is such that every Filipino teacher member of the Association looks upon the coming Convention with much anxiety. With such matters to be treated as the transfer of "The Filipino Teacher," the sudden resignation of the Gen. President, and the altogether contemptible conduct shown by the said official with regards to the organ of the Association, and other matters of no less importance, it is to be earnestly hoped that all the Prov. Committees will be duly represented in the Coming Convention.

THE TRANSFER OF "THE FILIPINO TEACHER."

Believing it to be of importance to Filipino tea cher members of the P. T. A. in particular and the public in general, the following copy of the circular transfering the "Filipino Teacher" to its present publisher is herewith published. The Circular reads:

Brethren:—

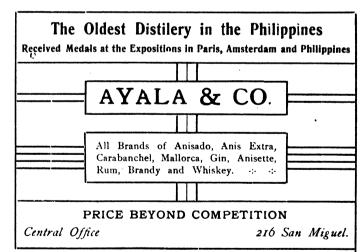
The November issue contained an article "Sursum Corda," which to the Secretary of Public Instruction is against the government. We have been called to answer for it. We were given en alternative: to make Mr. A. Quijano resign as President and as Manager of the paper or next Monday the Executive Board and the magazine will be sued as being Anti-government.

As circumstances are, we being weak, very weak, while they are strong, we have decided to make Mr. A. Quijano resign as Gen. President and Manager, and we have arranged to transfer to Mr. Filemon A. Cosio, the Editor of the English section all the rights of the paper.

He will devote the paper as the defender of the Association. It will then be independent of the government. Now he accepted the proposition on condition that the members of the P. T. A. in particular and the Filipino Teachers in general will patronize the said paper. And we, in our part, recommend and ask you, our bre thren of the association and profesion to give your generous support and patronize the said paper.

Very Respectfully,
THE GEN. SECRETARY.

1.16



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Teacher's Department



Behind Diogenes's Lamp

A pilgrim's life is really full of hardships. In my wanderings by land and sea, thru mountains and valleys. cities and fields, I happened to meet a strange old man holding a lamp. They said he was Diogenes. I don't know whether he resuscitated or not, but the fact is that I stayed behind him and, oh, joy! I shall relate to you, dear reader, some of the things which I still remember:.

Young as this year is yet, there are three great catastrophes which befell us: the Taal erruption, the Tondo, Pandakan and Pako fires. Thousands are now homeless But these disasters proved to the world that we Filipinos are not estranged, that an atmosphere of brotherly feeling and sympathy envelopes us; that we are no longer those warring tribes divided by Machiavel, but a uni ted nation having a common sentiment of brotherhood. Succours of various kinds were extended to all the sufferers.

Poor Philippines, how many more disasters are you yet to suffer?. . May you help her, Star of Mercy!

In the little world of the Philippine Teachers' Association, there are also upheavals, irruptions, earthquakes, conflagrations, rising and sinking of the crusts, etc, etc It may be that the gods ruling this little world are angry because its inhabit ints are getting naughty, getting in solent to their orders, forgetting that they are the powers - and so they desire to destroy, to annihilate it, if possible. Be brave, dears

In certain schools of the City (govt. schools) the teachers were all afraid even to touch the cover of the "THE PROGRESS OF EDUCATION" for fear that the "wrath of their Superior" may fall on them. O, such teachers! Their fear was so great that they have forgotten or that they have actually blind folded their eyes to the fact that they

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PUBLISHER.

are free to subscribe to any periodical their money can afford to,—it is their right: it must not be trampled down. Where's the moral strength of these tellow teachers? If it is dormant, it must be awakened. Are they asraid to lose their job? Are their job so dear as to be purchased by their liberties? Are their liberties so cheap as to be purchased by a few tens of silver coins? And their manhood? Ah, a little bit more of moral courage. As teachers of the youth, as rudders of the young you must show yourselves before them as exemplars in moral courage, who are not afraid to be in the right with two or three.

THE PROGRESS OF EDUCATION is really progressing In spite of the base acts of certain persons against its prosperity, it goes on. Thanks to the generous support of advertisers and sympathyzers,

Mexico is in great danger. Its government headed by Porfirio Diaz is condenmed by the revolutionists. Whether the former or the latter are right, we shall very soon see. But that thousands of brethren are falling is a sad fact.

There are some teachers who are thinking to introduce a reform in the Philippine Teachers' Association. In the next convention important matters are said to be treated seriously.

Important changes are and will soon take place in the solar System of the Philippine Government. This is the gossip of almost every lip.

There's an urgent and great necessity for the teachers of the whole archipelago for a closer union, for a more brotherly feeling; let that indifference be shaken. An interchange of ideas is necessary. Ideas, like water, must continually be in motion, for if they are felt stagnant, they will soon become impure and the sweetness will be lost.

PII GRIM.



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Teniendo presente este hecho, rogamos á Vd. examine cuidadosamente las barras de

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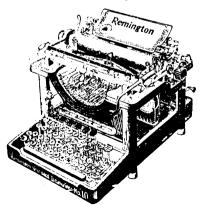
La sólida barra de tipo forjada de la Remington es y siempre ha sido uno de los fundamentos de su supremacia. Compare esta barra Remington, hecha de una forja cayente de acero, exigiendo treinta y tres operaciones distintas en su manufactura—compare
esta barra fuerte y rígida con la delgada barra ordinaria hecha de acero laminado, y
comprenderá Vd. entonces una razón porque

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SCHOOL NEWS



—125 newly appointed American teachers will soon arrive in the Islands. Why not offer the positions for competent filipino teachers?

—There are 105 graduates of the Manila High School this year Mr. Garcia's graduation was suspended because of the speech delivered by him at his native town What has this chat to do with his school work

The coming Teacher's assembly at Manila will be given in full sway. Many provincial teachers are getting ready for this valuable institute.

—Mr. George Beattie dean of the Colege of Philosophy and Letters, and formerly Supt of Phil Normal School will leave the Islands. He has resigned and will not come back any more. Mr Beattie has served the Bureau for many years and the Filipinos take him as a model, honest, hard working employee in the Government. We segret fully his unexpected departure.

—The teacher's annual assembly at Baguio will be held from Apr. 17 to May 13, 1911 Boarding house will receive teachers at \$\mathbb{P}\$ 75 per month. The native teachers whose avarage salary is \$P-25 can not certainly get access to \$B\$-guio.

—The Municipal Board is studying the plan of a

school building for the Paco Primary School.

—Mr. Wenceslao H. Alivio of La Jurisprudencia, and Mr. Manuel V. Dadivas of Y. M. C. A. Law School, ara planing to organize a Student's Cooperative Society. That means business. Students should patronize them.

—We have received a copy of the Bulletin of the S. Juan de Letran College corresponding to the course of 1910 1911. The bulletin contains many fine *cuts of the school and students. Undoubtedly the S. Juan de Letran is doing an admirable work. It is one of those recognized by the Gort.

Mrs. Sabina Oliveros y Quitko, wife of Mr. Emigdio Buenaventura, Principal of Tangos Public School, died of consumption, March 18, 1911. «The Progress of Education» sends Mr. Emigdio Buenaventura its heartfelt sympathy for irreparable loss of his beloved wife.

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ECHOES FROM THE MALABON INTERMEDIATE SCHOOL

In the recent provincial athletic meet held at Pasig on the 10th and 11th, last, this school got the tennis championship in double both girls and boys. The prizes were a foot ball and a handsome tennis net.

As a celebration of this decisive victories over Pasig teams, the chiampions were offered a dinner in the Hotel Metropole, by the Supervising and Principal teachers, Mr. and Mrs. Walter L. Eving.

In the tract event, Malabon was first in "high jump",

and got the third greatest number of points.

This school is believed to lead all schools in Rizal in lace-making, and from its Carnival exhibits in Manila in lace making, sewing and weaving, it sold goods to the amount of about 1° 35.

FROM TACLOBAN, LEYTE.

From far away Tacloban, Leyte, there comes to us the news that the municipal teachers of the town have not as yet received their monthly salaries since November last. We respectfully call the attention of whoever is responsible for this unreasonable delay in the payment of the salaries due to the teachers of Tacloban. The letter we have in view says that lack of money is certeinly not the case, for Municipality finds money to pay the man who has furnished timber for the schoolhouse of the town. If it is true that the salaries of the teachers of Tacloban have not yet been paid them since last November, we indorse this matter to the attention of the Div. Superintendent of Leyte, hoping that through him, justice shall be done to the Piliipino municipal teachers of Tacloban.

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BANGO, LEYTE.

To celebrate Feb. 22 Washington's birthday, the Primary Central School of Bango, Leyte gave a literary entertainment which was largely attended. A three part program consisting of songs dialogs, speeches by teachers and significant persons of the locality, and recitations by the pupils of the different barrio schools of the town was rendered very satisfactorily. The following is the Program:

PART I

SYMPHONY BY THE BAND.

- 1. Opening Address, Pedro E. Militante, President of the Village Inprovement Society.
- 2 Declamation, Alejandra Astilla.
- 3. Essay, Juan Acebo, George Washington.
- 4. Recitation; Efipanio Holaska.
- 5 Song, Glee Club, Brooks shall murmur (pupils).
- 6. Ricitation, Numeriano Ávila, The day is done.
- 7. Dialogue, Igmidio Peñaranda, Juan Acebo, Godofre do Ballestero and Felipe Acu¹, The friend smoke-
- 8. Recitation, Representation from Amagit, Bibiano Azores, Feb 22nd.
- Recitation, Juanita Penaranda, This is east and this is west.
- 10. Recitation, Rafaela Cañesal.
- 11. Recitation, Representation from Minuhang, The
- 12. Song, Quartette, Vicente Azores, Gregoria Navarrosa, Pilar Palacio and Pedro Militante

WALTZ BY THE BAND

PART II

- 1. Speech, Mariano B. Avorque.
- 2. Dialogue, Representation from Minuhang, Quintina Cadorua, Fortunata de Castro, A stitch in time saves nine.

- 3 Declamation, Caridad Ayaso, I will not hust my little dog.
- 4 Recitation, Bernardina Villaflor, Morning glory.
- 5. Declamation, Consorcia Atienza, Little Star
- 6. Recitation, José Asio, The shadow
- 7. Song duet, Vicente Azore, Gregoria Navarrosa, Jesús lover of my soul
- 8. Recitation Honorio Aboreo, Washington, and his hat chit.
- 9 Recitation, Representation from Pongsó, Filemon Avestraz, The death of Cock Robin.
- 10. Recitation, Segundina Villarín, The light.
- II Song by all teachers, Sweet and low.
- Recitation, Representation from Pongsó, George Washinhton and the flay, by Zods Raganit
- 13 Song double Quartette by the fourth grade.

TWO STEP BY THE BAND PART III

- Dialogue, Sergio Avestruz, Gregoria Peñaranda, An interrupted recitation.
- Song duet Pilar Palacio, Pedro Militante, Roben when the swallows homeward fly.
- 4. Recitation, Feliciano Atienza, Long live America.
- 5 Speech, Vicente A. Azores, The birthday of of Washington.
- 6. Essay, Pilar Pálacio, when Washington was soldier.
- 7. Recitation, Honoria Opiana, Washington's living.
- 8. Speech, (Visaya) Grego 1a Navarrosa.
- 9 Essay, Julian Maglinte, Washiagton, the president.
- 10. Speech, Florentino Avila.
- 11. Venancia Rarola.
- 12. Closing addrers by Primo B. Panis.

PHILIPPINE MARCH BY THE BAND.

After the program was over, the toastmaster invited other persons to speak about the importance of sending the children to school.

Sincerely yours.

VICENTE A. AZORES.
Secretary.

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GRADUATES

The University of the Philippines and the different schools of the Bureau of Education have conferred degrees and diplomas upon the following students who have satisfactory passed the examinations for the completions of their respective courses.

PHILIPPINE NORMAL SCHOOL

GRADUATES OF 1911

Alas, Teófilo de las, Alba, José L. Alba, Mauricio T. Aseneta, Clemencia A Austria, Salvador M Avisado, Ildisonsa Biltazar, Aleja Barrera, Pilar Bayona, Froilán A Belmonte, Gabriel R. Cardinez, Paciano Castro, Osmundo S de Cenón, Tomás V. Costo, Eustaquia A. Dayrit, Soledad Dimaano, Gregorio Dimaano, María D. Edralin, Juliana R. Esguerra, Elisa R. García Consolación F Gonzales Iñigo A. Guevarra, Vicenta C. Gutierrez Gregorio A. Hernandez Sofronio Y. Juan, Valentín Jugo, Filomena Lagos, José G. Lansangan, Restituto Llana. Felix de la López, Alejandro Madlansacay Simeón F. Malabanan, Tárcila Malia Críspulo C. Malvar, Aurelia C. M. Manresa, Julio R Marquez, Carmen M. Martinez Rosa J. Martinez, Ruperto T. Miel, Porfirio M Montejo, Alejandro, Nietes Amador C. Pelayo, Ambrosio M Peña, Magdaleno C Purugganan, German C. Ramos, Eugento Remo, Emiliano Reyes, Salvador F. Reynes, Faustino Serrano Guillerma Sevilla Fortunato M Talusan, Herminio Tañedo, Antonio P. Tayao, Eliseo Torralba, Domingo Ungson, Encarnación Ventura, Cenón P. Villoría, Saturnino D

MANILA HIGH SCHOOL

GRADUATES OF 1911

Literary Course

Agana Marcelino, Agana, Marcelo, Aguinaldo Esteban, Alcantara Gregorio, Alcid Valentin Altimorano, Alfonso Andres, Demetrio Angeles, Jesús Arnaldo Crispulo Avisado, Gaudencio Badilla, Paulo Balagot, José Banagale, Paulino Bautista, Pantaleón Boncan, Catalino Bonus Elvira Borromeo, Nicolás Briones, Galicano Buenaventura, Catalino Concepción, Alfonso Concepcion, Daniel Concepción, Hermogenes Cortéz, Pedro Damian, Luis Dumpit, María Edralin, Acisclo Esteban, Baldomera Estella, Nicolás Evaristo, Gaudencio Flor, León Fornacier, José Francisco, Modesta Gamboa, Luis García, Bernardo García, Simon García, Urbano Generoso, Juan Goyena, Manuel Gullas, Vicente Gutierrez, Domingo Herras, Calixto Hidalgo, Ursula Javier, Benedicto Javier, Silvestre José, Rafael Ladao, Juan Laperal, Arcadio Laurel, José Leano, Me'ecio Legaspi, Paz Leiva, Lamberto Liamas, Dionisio R. Lopez, Alfredo Lopez, Paterno Luna, Juan

L. Mandanas, Aniceto Mercado, Soledad Mójica, Cipriano Montenegro, Roman Nepomuceno, Ricardo O'impia, Manuel Palileo. Aurelio Pamatmat, Sebastian Panganibaa, Crisanto Panis, Bibiano Panis, Emiliano Platos, Cornelio Quesada, Eugenio Quirino, Elpidio Ramos, Alberto Ramos, Cresencia Reyes, Bibiano Rivadelo, Felipe Rivas, José Rosario, Vicente del Salanga, Marcos San Agustín, Gregorio Santos Emilio Sarenas, Juan Sebastian Proceso Silva, Paz Singuimoto, Gavino Sumulong, Manuel Tabora, Manuel Tanedo, Eulalio Tan Chauco, Silvestre Tirona, María Tolentino, Sotero Torres, Alejandro Tupas, Alberto Vaca, José Valdez, Basilio Falera, Federico Villamin, Vicente Villanueva, Dionisio Yulo, Felix Yulo, José Yulo, Teresa

SURVEYING COURSE

Aquino, Alejo, Coronado, Aproniano, Cruz, Antonino de la, Dacanae, Leoncio, Gayagoy, Victoriano, Generoso, Juan, Gonzeles, Victorino, Herrin, Lucas, Lorenzo, Pedro, Punselan, Cirilo, Samaniego José, Santillan, Conrado, Sevilla, Facifico, Tenmatay, Sixto.

UNIVERSITY OF THE PHILIPPINES

GRADUATES OF 1911

College of Liberal Arts

Remedios Medoza, B. A. Alexander Reyes, B. A. George B. Vargas, B. A. Victoriano Yamzon, B. A.

College of agriculture

Manuel Roxas B. S. Agr. Clodoaldo T≇mpongko B. Agr. José Zamora, B. Agr.

Collage of medicine and sugery

José Alvarez, M. D. Maximo Borromeo, M. D. José S. Hilario, M. D.

Honorary degrees

The Honorary Degree of Doctor of Laws was Conferred Upon.

The Honorable Cayetano S. Arellano
Chief Justice of the Supreme Cour of the Philippine Islands.

Pedro Guevara

Santa Crus, Laguna.

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The Month in Review



NOTES FROM ZAMBALES.

Miss Bernarda Corpus, teacher in the San Marcelino Central School, has been very sick for two weeks. It was thought for a while that she would not recover but now she appears to be convalescing.

Her sister Isabel Corpus, a student in the seventh grade of the Subic Intermediate school has been obliged to give up study because of ill health.

District-4 teachers who attended the Carnival were, Principal Faustino Corpus, Macario Arbolente, and Vicente Corcuera of the Subic Central school, Modesto Flores of the Balaybay school and Meliton Ordillas of the San Marcelino school.

Miss Antonia Corpus, the new teacher at the Subic Primary school is teaching the fourth girls how to make paper flowers. They have finished some very pretty pink roses which at the short distance away are easily taken for the real article.

Work goes on at the Subic Intermediate Carpentry shop on Saturdays as well as on other days. Instructor de la Paz can be found there with a crowd of boys who would rather work on Saturdays than to waste their time doing nothing.

Mr. and Mrs. Fred D. Bonner, Supervisor of the District of Subic and Principal of the Subic Intermediate school respectively, have applied for leave of absence with permission visit the United States and will start for New York soon after the close of school by the Spanish mail via Suez.

The municipal officials of Castillejos headed by Edilberto de Perio, Presidente, the Secretary, Treasurer and member of the Council formed a baseball team. They learned the game from the school boys against whom they often play for practice. They have played several games against teams picked among employees of the Naval Station at Olongapo. This augurs well for the future of Castillejos.

The San Marcelino Čentral school now has pretty curtains at all the windows in the building.

The Subic Intermediate school girls are making anangements for a picnic to take place after the examination are finished.

SUBIC BEATS CANDELARIA.

On February 18, the Subic Intermediate School Team crossed bat with its northen apponent, the well known Candelaria Intermediate School Team on the ball diamond of Iba. A large crowd of students and town people went out on the plaze to witness the contest, and the majority of them yelled for their favorite team, Candelaria. Subic was quiet as usual finding a little support only among the southern student attending the

provincial school. The players, however, well remembered their defeat on Rizal Day, and every one was determined to fight the battle to the last man, not to give up the ship.

The opposing team expected the same pitcher to throw balls for them, but Subic has profitted from its defeat It has learned some invaluable lessons, lessons of foresight and animation, and these are equal if not worth more than the victory even by Candelaria. Su bic has & new man in the pitcher's box. He is small in stature but big in his work: that is, he knows how to pitch the right kind of balls at the proper time.

Two games of seven innings each were played on the same day, one in the morning and one in the afternoon. The morning game was hotly contested, each side pulled the rope tightly until the last man wis out. Martin Elayda of Candelaria, the so-cal'ed «Star Pitcher» of Zambales did not show that he deserved the name so untimely given him. His rival, Crispino Manzano of Subic, proved superior in all points of pitching, By nesponding to the well-chosen signals of the active and hardy catcher, Bonifacio Morales, the pitcher struck out the Candelaria players one by one in regular order, and very few could touch the first base. Six zeros were given to Candelaria in the first . five and last innings, and one run in the sixth. Subic made three runs in all and she might have made more being the last to bat. This was certainly the best game played between school teams in the province.

In the afternoon the Candelaria players meant to make good their loss, and a new man appeared in the pitchers box They got a larger crowd to yell for them than in the morning, and all kinds of noise were produced to discourage the opponents. But the Subic players held them down. They played with their hands as well as with their heads. The game resulted in the score of 5 to 14 in favor of Subic, and as in the first game she did not take her last chance to bat to which she was entilled.

The subic nine with their manager and three substitutes formed a circle on the ball diamond, and gave cheers for bath teams, after which they sang their lively song «Bola Bola» which was heard in Subic by . means of the click click of the telegraph operator. Thus the pupils and teachers of the same school shared equally almost at the same time the great joy for these dearly bought victories.

MARCELO H. ACAYAN.

Francisca Adarro

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SECCION PEDAGOGICA

LA ASTRONOMIA

POR D. J. SANTOS.

La cantidad de fuerza solar recibida por la tierra durante un año es menos que las de dos mil millonésimas partes de la suma total que el sol irradía en el espacio. Todos los fenómenos terrestres dependen por esta razón, de esta cantidad sumamente exigua de fuerza solar. Cuando el globo enorme que habitamos, con sus inaccesibles montañas nevadas, sus inmensos oceános, sus poderosos ríos, sus selvas grandiosas é interminables. sus terribles mares de arena, y sus incontables hordas de criaturas vivientes fuéle dado existencia y mantienese en todas sus varias fases de vida por esta cantidad de energía del sol infinitasimalmente pequeña, calcúlase las fracciones de luz y calor del sol, que se necesitarían para dar existencia á cualquier individual mineral, vegetal ó animal. Como la proporcion de la masa de nuestro globo, asi tendrá que ser la proporción de la luz y del calor del sol para dar formaral cuerpo individual en proporción á la suma total de fuerza solar necesaria para mantener la tierra á la distancia increible de 92 millones de millas, y se parado del sol por varias capas atmosféricas y etéreas. Sería dificil concebir que fracción de la tierra es el hombre; de lo contrario, esa fracción de menos de dos mil millonésimas partes de la energía solar será entonces mas que suficiente para dar y, quitar la existencia á un individuo. Algunas cifras trazadas aqui demostrarán la extrama imposibilidad y completa impotencia de conce bir esta fracción diminuta de la fuerza del sol que se requiere para construir y destruir á un individuo. El curso de la tierra al rededor de la órbita del sol es mas de 180,000 000 de millas en diámetro. En este giro tremendo de la tierra todas las estrellas perma-

necen sin varias en sus posiciones aparentes. Demuestra la inmensa distancia en que las esseras siderales están situadas y la suma insignificante de la tierra y todas sus mediciones. El diámetro aparente del sol 850,000 millas. La masa del sol es 138,000 veces mayor que la de la tierra, y el volumin del sol es 1,260,000 veces mayor que el de la tierra. A distancias iguales, el sol ejerce 315,000 veces tanta fuerza sobre cualquier objeto como la tierra. Si la masa de la tierra fuese tan grande como la del sol permaneciendo invariables sus dimensiones, entonces un artículo que ahora pesa una libra en la tierra, pesaría mas de 32,480 libras. Un hombre de peso ordinario se aplastaría bajo un peso de mas de veinte toneladas. Si se levanta un objeto á sola altura de una pulgada y se le deja caer, vendría al suelo con tres veces tantos millones, billones, trillones, etc., de minerales, vegetales y animales, que no se puede formar ninguna idea adecuada de su enormidad ó de la fracción inconcebible de potencia solar que se requiere para dar existencia á los cuerpos individuales. La solución de estos fenómenos se hace cada vez mas imposible á medida que profundizamos en los misterios de las operaciones naturales, la pequeñez de sus divisiones, sus poderes enormes de hacer bien y mal al ser influido por ondas de corrientes eléctricas ó etéreas infinitisimalmente pequeñas, y sus tendencias pro digiosas de atracción y repulsión al estar sujeta á las influencias solar, lunar ú otras planetarias. En efecto se hace extremadamente complicada y confuea intentarse en un analisis de estas fuerzas naturales. Nos perderemos en las marivillosas del taller de la Naturaleza y nos hallamos pasmados ante la randa de la Naturaleza que tan informemente desafía todos los esfuerzos humanos para desenredarlas y comprenderlas, Se trazarán aqui algunas cifras á fin de demostrar

el enorme alcance á que la Naturaleza somete á sus objetos para la división. Su minucia y tenuidad son completamente concebibles. Pero todo conocimiento se tiene que adquirir del principio establecido de enseñar de lo CONOCIDO las condiciones de lo DESCONOCIDO. De los CONCRETO tenemos que deducir lo ABSTRACTO y del estado mas grocero de la materia la mente humana tiene que imaginar y conocer el más sutil, hasta aunarse con la INTELIGENCIA SUPREMA, donde se desvanece la separatividad, donde reina la felicidad enerna, donde se incorpora con la más elevada forma de gloria y desde donde no hay retorno á ninguna manifestación de existencia. Estas diminutas divisiones en la Naturaleza, y su medición relative con los cuerpos planetarios solo se hacen visibles á la mente YÓGUICA.

Imaginese por un momento que la tierra solamente contiene seres humanos y en número calculado en 2,000 millones

Cada hombre entonces necesita 1/4,000,000,000,000,000 parte de la energia solar. Considerase por otra parte, que tierra está compuesta unicamente de animales y su número es de billon. Entonces cada animal obtiene

como participación cuya 1/2,000,000,000,000,000,000 parte de la fuerza solar. ¿Pucde alguien estar suficientemente seguro de estos números en el significado de representar cifras exactas? Por su puesto hay conjeturas realmente absurdas. El número solo de animáculos y otros insectos en el agua es inconcebible. La tierra está compuesta de tantos millones, billones trillones, cuadrillones, etc. de minerales, animales y vegetales que no se puede formar idea alguna exacta de su grandeza enorme ó de la fracción inconcebible del poder solar que se requiere para dar existencia á los cuerpos individuales ó destruirles despues para tomar nuevo giro de manifestación. La confus ón de la cifra matemática en estas tentativas será impotente é inexplicable. La gravitación se atrae en varios grados por toda masa de materia sobre toda otra masa en el universo. El sol es una gran masa de materia y su gravitación debe estar bajo una magnitud correspondiente.

Los astrónomos modernos han descubierto cerca de 250 planetas, pero la mayor parte de ellos son insignificantes, y apenas ejercen influencia alguna sobre los fenómenos terrenos. Ocho de ellos son grandes incluso

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ÓPTICOS

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ÓPTICOS

la Tierra y los antiguos ya los han marcado con nombres significativos. En el SOUDAMINI KALASUTRAS el número de planetas se calcula por cuentos y no por cente ares. Sus entendimientos gigantescos comprendían hechos en una escala de inconcebible magnitud, que con frecuencia nos hace preguntar si estarán locos ó es que somos los locos, uno por habes comprendido tanto y el otro por estar con la vista clavada en su locura aparente en estas cifras colosales. Todos los planetas están rejenidos en sus órbitas por la gravitacion solar y el sol es el cen ro y vida del sistema planetario. La superficie de la tierra está incesantemente sujeta á las gravitaciones y repulsuiones terrestres y celestes, y las otras partes componentes del universo tienen tambien sus influencias naturales. El origen, el dessarrollo y la decadencia de los compuestos deben por esta razón estar determinados por el equilibrio de todas estas fuerzas que obrasen de mil modos misteriosos.

La rotación de la tierra combinada con la atracción del oceano por el Sol y la Luna causa la marea. Los fenómenos de la vida se deben principalmente á la influencia del Sol. Por esta razón, sin el Sol ,no podría haber ni lluvias, ni manantiales, ni rios, ni lagos ú oceanes, ni manifestación alguna de energía ó vida en ó por ninguno de los citados agentes. La intensidad y la distribución de las lluvias dependen de las corrientes en la atmósfera y de la perturbación del equilibrio efectuado por las variaciones del calor solar. El Sol gobierna las corrientes del oceano. Los grandes cambios sufridos en las diferentes épocas de la historia del mundo, bien sean naturales, políticos, sociales, morales, religiosas ó intelectuales, son debido intermitente á nuestras relaciones diferentes con el glorioso Sol.

Si quereis ser muy distinguido y respetado en cualquier sociedad, usad los Trajes de Lana confeccionado en EL CENTRO DE MODAS.—94 Escolta.

Cuanto más intentamos conocer las influencias tremendas del Sol, tanto más nos resta aun que saber. Se requiere un esfuerzo elevado de imaginación para concebir que nuestra constitución sisica esta, bajo la influencia directa del Sol. Cuando el globo se formó en su figura presente por una fracción infinitesimalmente pequefia de la energía solar no se requiere un orden muy elevado de entendimiento para comprender que los cuerpos individuales que le componen debe tambien haber sido traidos á la existencia por el más pequeño poder concebible de la misma lumbrera. Sería más fácil para los hombres transportarse á las regiones solares y obligar al gran luminar á que les dé algunas cifras convenientes con su inconcebible magnitud y poder colosal que intentar de imagidar estas fracciones de fracciones hasta perderse en las maravillosas regiones de números inmensos. La imaginación retrocede ante la tentativa de esta tárea imposible y la razón totalmente se enloquece al intentar resolver un problema inexplicable. La atracción está proporcionada á la masa. Aquellos que saben algo de los gases, se acordarán de los poderes tremendos que requieren abajo ciertas condiciones físicas dadas. Deben su origen á las rayos del sol y estos son muy activos, los gases deben ejecutar su obra muy incomprehensiblemente. En la tierra y en la atmósfera se hallan ciertos gases, una simple aspiración de los cuales materie instantáneamente á cualquier hombre, y hay otros cuyo más leve contacto con unos á otros haría valor no solamente edificios ordinartos, sino que dividiría en dos las rocas más duras. Sería insensato asegurar dogmaticamente que permanecemos intactos cuando tantas fuerzas están incesantemente en operación. Los rayos del sol convierte al agua en vapor. El vapor se condensa por soplos frios de viento y forma la lluvia. La lluvia mantiene la vegetaciós y la vegetación nutre al hombre.

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El hombre es la criatura de todas las circunstancias externas de un organismo, con una maquinaria en él que le facilito adaptarse fácilmente a sus alrededores. Los otros animales no poseen tan prodigiosa nente esta flexibilidad como el hombre. Ningun hombre puede decir que él no está influido por sus circunstancias; climatéricas, sociales ó monetarias. Los rayos del sel de la mañana muy pronto le pone bilioso á un hombre. Hay una relación misteriosa entre el rayo matinal y los conductos biliarios en el hombre. Uno que esté expuesto al sol del mediodia se siente fatigado y tiene abundante transpiración. Un individuo que se sienta bajo el Sol de la tarde se siente muy refrescado. La ausencia de luz solar y la noche tiene tremenda influencia sobre el cuerpo humano. Son invisibles, pero son perfectamente demostrables. Los sentimientos de regocijo, en mañanas y noches hermosas y otros de tristeza y melancolía, estan dentro de nuestra experiencia. Un día sin Sol es nombrado por el AMARA SIMHA como una DUR DINA (ó mal día). Con los movimientos constantes del Sol en el cielo, los rayos sufren cambios no tables para lo bueno ó lo malo. El calor del Sol se aumenta hasta el mediodia y se disminuye hasta la puesta del Sol. Los objetos expuestos á estos rayos de calor crecientes y menguantes no puede decirse seguramente (no estar afectuados ó influidos. Sería una locura científica negar estas influencias sencillas. Los efectos químicos y físicos de los rayos se diferencían bajo deversas circunstancias. Los tiempos y las estaciones tienen diferentes efectos sobre la mismas substancias. La pequeñez del poder del Sol que se requiere para efectuar estos cambios en la composición de los objetos, minerales, vejetales ó animales, ha sido ya demostrado. Todos los objetos ofrecen sus superficies á la acción de la luz del Sol, al calor, 4 las corrientes magnéticas y eléctricas ó á su presión modificada. Sus acciones individuales y combinadas son tan poderosas sobre el más puequeño organismo animado, ó inanimado, que los cambios efectuados en aquellos tienen la misma situación en la combinación y distribución de los átamos, del mismo modo que tienen en los animales más voluminoses y fuertes. Los átomos entran en una series infinita de combinaciones formando parte de los cuerpos organizados y despues de ejecutar sus respectivas funciones, son arrojados repetidas veces pasando por este giro de combinaciones

físicas. Un átomo de la química anterior se considera hoy como un compuesto enorme de mil divisiones llamadas "ELECTRONES Ó AEONES" y juntamente unidos por corrientes eléctricos ó etéreos Estas diminutas divisiones de materia están de este modo ejecutando constantemente sus círculos de operaciones en la economía de Natura con infinitamente más certeza y regularidad que se observa en el ejército mejor disciplinado ó en el gobierno más ordenado. La pequeñez de los organismos, vegetales ó animales puede notarse que con objeto de apreciar á golpe de vista las fracciones más inconcebibles de la energía solar que se necesitan para efectua estos fenómenos maravillosos. Los elementos de los cuerpo sujetos á las acciones de las fuerzas solares se descomponen facilmente. Muchos de ellos se sombinan con otras materias de nuevas substancias y les dan propiedad completamente diferentes

(Se Continuara)

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SECCION LITERARIA



DE MI BARRIO

EL OCASO DE UN MAESTRO DE ESCUELA

(Para mi Condiscipulo F. Cosio.)

Arrellenado, con el cuerpo enjuto y flaco, en un viejo sillon, pasa el anciano Tinoy, todas las tardes, para recibir de afuera la suave brisa, el aire puro, y contemplar el hermoso panorama de luz y nubes que se desfila hacía el poniente en días de plácido atardecer. Era su costumbre observada de hacer un lustro desde que, por inexplicable causa, había renunciado definiti vamente de su antigua misión pedagógica, para retirarse á la vida privada.

Siempre triste y melancólico, la más de las veces, para que hace penosos exfuerzos mentales como queriéndose olvidarse de si mismo, de los achaques de la edad, de las desgracias y tristezas actuales, para vivir con los recuerdos de sus buenos tiempos, en que su popular prestigio como mentor de la juventud, envolvía su nombre en una aureola de gloriosa fama. La claridad opoca de sus ojos que daba un doloroso contraste con la afictiva expresión de su rostro, su cabellera encanecida, las profundas arrugas de su frente, todo en aquella venerable figura, indicaba que su naturaleza iba precipitadamente de caimiento en decaimiento.

Como para aumentar mas las tristezas de su afma acudían á torturarle el pensamiento: la ingratitud unos y la indiferencia de todos. Ni aquellos á quienes ha bía enseñado las primeras letras de la tradicional Cartilla, hoy eminentes en política, ni los vecinos y amigos que acogían á su amistad para pedirle favores, ni los parientes á quienes protegía, se acuerdan ya de el. Nadie busca ya su trato y su amistad ni frecuentan su casa, como antes, en su tiempo; ni le visitan en su solitaria monrada, en su retiro, para decirle siquiera una palabra de consuelo que dulcifique tan atribulada vida.

Olvidado de todos, alejado completamente de la vida activa, vive solo, teniendo al lado á su esposa, una viajecita muy amante, muy resignada, fiel y única compañera de sus desdichas. La amistad, al cariño, la fama, la admiración, huyeron de él para siempre, como la claridad huye de la noche.

Maestro I inoy, como le llaman familiarmente, es de gobernadorcillos pasados, hombres de arraigada influencia en el pueblo, respetados de todos por su posición social. Es de los que llevan en el apellido el último vestigio de una grandeza pasada, secular, gloria y orgullo de la familia, que no se pronunciaba sino con cierto respeto y recogimiento.

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Como pedagogo, Maestro Tinoy tenía fama sentada en el barrio, se hace diez años, por su caracter severo que segun creencia general, era primera cualidad, principalísima, que debiera reunir todo preceptor de la niñez.

Todas las mañanas, con el cuero el cinto y bejuquillo en la diestra, va entrando de puerta en puerta, á dar lecciones á sus discipulos, casi todos menores de diez años.

¡Como temblan los niños en su presencia! Nadie podía conservar su serenidad infantil ante aquella terrible figura, mas bien de monstruo que de hombre. Nadie, ni el más listo, se atrevía á fijarle frente á frente. Mas que maestro, los niños le consideraban como un verdugo.

Cuando llega, el ruido solo de sus pasos hace atemorizar á los niños; entonces, comienza el calvario del dispulo. Maestro Tinoy llama en su presencia al educando, tronando el ira, con los ojos desmesuradamente abiertos, bravos, en atitud siempre agresiva, y asi; comienza á enseñar la lección del día, á gritos, con ayuda de coscorrones, aparte de los bejucasos que se propinan por cada equivocación

Y el pequeño discipulo, atolondrado, poseido de invencible temor ante la perspectiva del castigo, no piensa ya de su lección, se olvida completamente de lo que tiene estudiado, y no acierta coordinar las ideas. Sin atender lo que lee fija de vez en cuando la vista en la faz del Maestro, para divinar en el fruncir del ceño si está mal ó bien lo que dice, y eludir de ese modo un soberano cocotazo.

Si uno no sabe la lección, ó lo sabe muy poco, pues está seguro de que ganará tres bejucazos en las nalgas, acompañados de la advertencia de rigor, que ellos llaman pangaral

Nada se debe aprender sino de memoria. Este es el principio pedagójico adoptado por el Maestro Tinoy. El alumno tenía la obligación de repetir la lección cuando se le exija, al pie de la letra, con exactitud matemática y al corriente.

Percales de la última novedad se halla de venta à precios seducidos en EL CENTRO DE MODAS,—94 Fscolta.

Antonio P. Oliveros DENTISTA

DENTISTA

Tel. No. 1302 Manila, I. F. Bajada del Puente de España Escolta No. 23 Asi era Maestro Tinoy en su tiempo. Y á este sistema, quizas, se deba á que sus discipulos jamás sintieron ninguna simpatía, ni el más ligero asomo de inclinación al estudio. Si bien aprendían, era por imposiciones de padre, por temor al castigo, más que por el instinto deseo de saber. No facilitaban á sus tiernas intiligencias, medios para comprender la necesidad de estudiar como fuente del bien, sino á hacerlo cada día más monotono, odioso, aborresible.

Los padres sencillos, creyentes de todo cuanto les dice el maestro, dejaban á sus hijos, muy confiados, en mano, al cuidado de aquel que, puede decirse, opre sor de inteligencias. Así es el estudio: la letra con sangre entra—decían ellos. Y sancionaban, y daban por bien, elogiaban hasta cierto punto el castigo corporal tal como el Maestro Tinoy seguía como aparte inprescendibles de su plan de enseñanza.

Maestro Tinoy estaba convencido de la eficacia de su sistema pedagógico, y continuó adoptandolo en toda su carrera de maestro. Comparaba el desarrollo intelectual del hombre al crecimiento de una planta, á quien desde la mas tierna edad, hay necesidad da enderezarlo ál bien para que jamás se incline al mal.

Si bien había en el pueblo, otros, mas jóvenes que se ocupaban á la enseñanza, ninguno gozaba de tanto renombre como Maestro Tinoy. los viejos decían que el conocimiento de un hombre está en relación con su edad; es decir, cuanto mas años lleva un individuo encima más conocimiento posee. A esta confusion del conocimiento con la experiencia, se debe en gran parte el prestigio de maestro Tinoy.

Asi; cuando una familia piensa en dar la primera instrución al niño de la casa, lo principal es hallar un maestro de edad avanzada. Casi siempre, como es natural, Maestro Tinoy venía á ser el preserido.

No solo en esta profesión adquirió gran relieve la personalidad del Maestro Tinov. Pues, en su barrio, era algo así como Matanda sa Nayon. Siempre y cuando que se presentaban oportunidades, hacía gala de sus experiencias de la vida, en las que el siempre fundaba todos sus razonamientos desiciones en cualquier problema que se le presente. El, con su diplomacia natural, arreglaba y ponía fin á cuentas disenciones surgían en el seno de otras familia; era juez supremo, infalible; su opinion era acatada por todos obedecianle y respetanbanle como un Salomon.

Era, pues, Maestro Tinoy, en los últimos años del pasado siglo, un apostol de su barrio, querido y respetado por la comunidad

Apareció el Siglo XX, portador de nuevas tendencias é ideas que se sobre pusieron, por natural impulso, á las ideas y tendencias de antaño. El pueblo debil pasó, por desgracia suya, de una soberanía á otra soberanía; sometido siempre al coloniage. El espíritu popular, desarrollado en una ambiente de civilización latina, tuvo la necesidad, siguiendo las leves de la vida, de adaptarse ál medio. Y asi fue; ideas, costumbres, usos, creencias, sufrieron hondas transformaciónes.

usos, creencias, sufrieron hondas transformaciónes.

A Maestro Tiuoy, como á todos aquellos de su edad, no le gustó el cambio. Toda cosa nueva, instituida en el queblo por la fuerza de las circunstancias, no le simpatizada. Era intransigente en cuestión de idiosincracia; no quería, como filipino que se mesclara la civilización sajona, con la nuestra, que él lo oonsideraba como atentatorío á la pureza del álma de la Raza. Las escuelas públicas según él, son centros de perdición para las niñas que están en continuo roce con los del sexo contrario.

Poco á poco, Maestro Tinoy perdío su clientela. Unos pasaron á estudiar en los escuelas públicas, otros en colegíos particulares, de hombres nuevos; algunos ya son directores de la masa, jóvenes aún.

Maestro Tinoy, rebelde á la situación, no quiere dar un paso más hacía el camino del progreso. Mientras la juventud marcha hacía adelante, á la conquista de nuevos horizontes; al anciano Maestro, indiferente, se queda atrás, solo abandonado, intransigente en sus creencias, maldiciendo continuamente á la generación que avaza.

Manila, Marzo 1911.

J. NAVA.

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Tagapaglathala ng madlang karunungang ukol sa bayan.

Namamahala: MAN. AGUINALDO. Punong Manunulat: . MIGUEL ANTONIO.

MGA KATULONG:

Bb. Francisca Laurel. G. Constancia Poblete.

- " Rosalia de Leon.
- E. L. Valmonte.
- " Marciano Almario.
- G. Lope K. Santos. " Maximino Reves.
- " Eusebio Daluz.
- Celestino Chavez.
- " Gerardo Chanco.
- G. Iñigo Ed. Regalado.
- " Francisco de León. " José N. Sevilia.
- " Juan S. Dú.
- " Pedro Gatmaitan.
- G. Iulian Balmaseda.
- " Faustino Aguilar.
- " Juan R. Lazaro.
- Francisco Laksamana. " Pascual de Leon.
- G. Carlos Ronquillo.
 - " Rosauro Almario.
 - " Mamerto Paglinawan.
 - Pedro R. Antonio. " Leonardo Dianzon.
- G. Hermenegildo Cruz.
 - " Benigno Ramos.
 - " Felipe E. José. " Froctuoso del Rosario.

 - Valeriano Hernandez.

Pasulatan at pangasiwaan: 142 Dulumbayan. Box 1090.

PAÑGULONG-TUDLING

-

ANG DAKILANG TUNGKULIN

Sinabi ng isang paham: - «Ang dakilang tungkulin ng tao ay ang umibig sa Dios ng lalò sa lahat. Datapwa't hindî sa pagyayabang kami'y sasagot:

Ang dakiláng tungkulin ng tao, ay ang umibig sa kapwa ng lalò sa lahat. Sapagka't kailán ma't inibig mo ang iyong kapwa ay tandang insibig mo rin ang lahát at lahat na: ang Dios na tunay, ang kanyang mga nilikha at ang bayan.

Itó ang dakilàng tungkuling ng tao na di dapat malimot kaikailan man.

Sa ganito'y ibig naming ipakilala ang ilaw ng pagkakapatiran, ang liwanag na labis ng dilag sa lahát ng bagay.

Ang layon namin ay hindî ang puwingin ang katagá noong bantog na Pilosopo na nasaád na sa unahan; hindî, kundî ibig namin mamanaag ang pagkakaisang ganap ng tanang nilikha, na, mangagyapusyapusan na parang isáng kaluluwá, isang pusò, dugô, at damdamin.

Marami ang naliligaw sa pagsasabing: «Ang dakilang tungkulin nang tao, ay ang umibig sa bayan,» datapuwa't parang di alám, na sa isang bayan ay naándodoon ang karaniwang pagkaka.

alit, ang pagbabakahan. Parang di talos ng mga iyan, na, sa bayan nabububô ang dugo ng maraming buhay.

Kung ang gagawin ng isá ay ang ibigin ang kanyang kapuwa, jano't magkakaalit alit pa ang tao at magkakapangkatpangkat sa maraming isipan? *Kung ang bawa't isá baga'y mag-sibigan, jano't magkakaroon niyang digma na ikinapuputi ng maraming buhay?

Ang digma na sa «matandang ugali» lamang dapat na mangyari, ay hangga-ngayo'y nangyayari pang manaká naká. Napagkikilalang ang tao'y di pa tumútupad sa dakila niyang tungkulin: ang ibigin ang kanyang kapwà.

Ngayo'y nadidinigdinig pa ang pagkakaalit, angpag-iinggitanan, ang pagsusumangan, ang pagka-Hindi pa lumilipas ang ganito sa bagong panahon; aywan kung sino ang makapagbibigay lunas at kailán.

Maging sino man yata'y walang makaaampat sa ganitong suliranin nang Sangkatauhan, kundi matitipon at mabibigkis nang gintong lubid ang lahat: ang mag sibigan.

Noong ngang may ilang taon nang nakaraan

ay binalak na paglipunan ang bagay na ito sa La Haya, at doo'y nagkatipontipon ang mga kinatawan ng bawa't bansa. Doon di'y pinagtibay ang pagpapayapa sa mga pagkakaalit alit ng bayan. Datapwa't kami'y magtatanong:

Buhat noon hanggá ngayon, diláng digma na ang nakararaan, iláng pagkakaalitalitan na ang nangyari sa mga bansa na di man lamang napapayapa?

Panahón ang magsabil

Saka, janóng kapayapaan kunwa ang ihig ng

lahat, sa, iyang malakas na sumigaw ng ganitong sagisag ay siyang malakas maghanda ng lahat ng kakailanganin sa digma? ¿Iyan ba?

Kung ating susukatin ang lakad ng panahon, ay masasabi nating siya'y madaya; o sa matwid at malinaw na sabi'y maulap na panahon. Ang mga bagaybagay ay totoong magusot: kulang ang isang matalinong isipan upang maslahad na buongbuo.

Subali't kaikailan man ay di dapat malimot ng sinoman, na, Ang dakilang tungkulin ng tao, ay ang ibigin ang kanyang kapwa, at wala na.

INA AT SANGGOL.

MÕA PAGIINÕAT SA UNA AT PAGAALAGA SA HULI. HALAW NI MIGUEL ANTONIO

(Karugtóng.)

Ang pagpapasuso ay ilagay sa oras Hanggang di pa sumasapit ang ikaanim na buwang gulang, ay minsan lamang sa tuwing dalawang oras; at kung may katandaan na rito, hanggang siyam na buwan ,ay minsan naman sa tuwing tatlong oras.

Pagkatapos ng siyam na buwang pagpapasuso ay dapat nang awatin ang bata. Sapagka't ang gatas lumalaon ay nagiging masama: nag-iiba; at sa paraang ito'y nakasasama sa tiyan ng bata. Kung maawat na ang bata, ang ipakakain ay letse kondensada. Manakanaka ay turuan ng untiunti sa pagkain ng kaning inilu'ugaw, sago't gatas na pinaghalo, kaunting itlog, at sukolate. Datapwa't pakaingatang huwag pak kunin ng anomang bungang kahoy, matamis o ng anopamang sitsirya na sukat makasira sa tiyan ng bata

Kung may masama namang gatas ang ina. ang bata ay huwag pasususuhin sa kanya. Ito'y masama. Pakanin ng letse kondensada

Turuang huwag sumuso ó kumain ng anoman ang bata sa gabi, sapagkat ang tiy n ng tao ay nanga-

ngailangan magpahinga sa gabi.

Hanggang di pa sumasapit ang ikatlong taong gulang, ang bata a. huwag pagpapakanin ng kung anoano. Dahil sa kamangmangan ng maraming magulang sa bagay na ito at kung saansaan pa, ay kung kaya't anim na pu sa isang daang (60 °/3) sanggol dito sa Pilipinas ang namamatay, bago maglimang taong gulang. At sa Majnila taontaon ang namamatay na sanggol ay mahigit sa kalahati rin, bago naman mag-isang taong gulang.

Tuwi na'y paiinumin ang bata ng tubig Kung umiiyak ang batà at di pa sumasapit ang oras ng pagpapasuso ay painumin siya ng tubig Huwag iyang paris ng karaniwang mangyari na huwag na di umingit ang bata ay iduduldol agad sa suso upang aniliy tumahan lamang sa pag iyak. Ito'y napakasama g pingk ugalian, sapagkat ang bara ay madalas umiyak hinoi su pagkagutow kungdi sa pagkauhaw; paris din naman nating malalaking tao na kung kain ng kain at di umiinom ay

nagkakuroon ng masamang karamdaman. ¿Bakit? sapagkat tantuin nating ang lahat na kasangkapan natin sa loob ng katawan ay mangangailangan ng tubig, at kung walang tubig ay walang iniwan sa mga makinang ayaw gumalaw sapagkat walang langis. Ang pagpapainóm ay kahit sa kutsara ó bote kayang may goma sa bibig. Ngunit kung malaki na ay mainam na ang sa kutsara, at kung maliit pa ay sa bote naman?

Huwag hahampasin ó kukurutin kaya ang bata sapagka't nasasalanta iyong tinatawag na nerbiyos, ni huwag ding patatawanin ng masasal ô kaya'y pahahalakhakin dahil lamang sa pagkakatwa, sapagkat ang lahat ng ito'y nakasasalanta sa murang kalagayan ng bata.

Ang init g araw at simoy ng mabubuting hangin ay kailangan ng bata, paris din ng mga matatanda, kayat huwag ikat kot. Palaging ibubukas ang mga durug wan, mag ng natutulog at hindí man at maging gabi't araw Ipagpapasyal ang bata sa umaga't hapon at bayaang sumagap ng init ng araw at simoy ng mabuting hangin

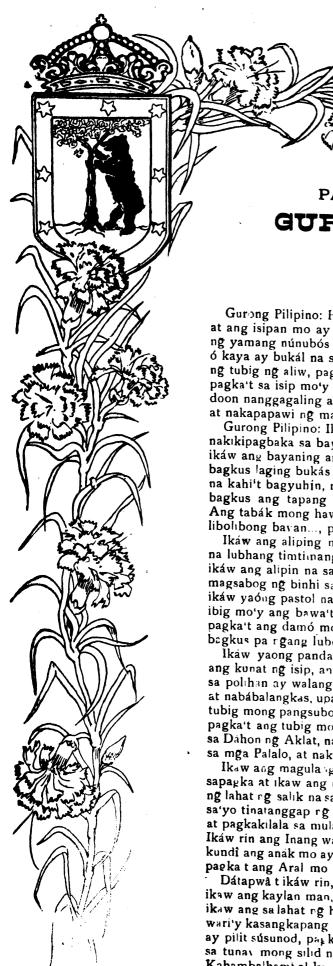
Kung natutulog ang batá ay huwag siyang aabalahin; bayaang matulog ag maluat. Kung may isang taon na ang batá ay patuulgin ag makalawa maghapon: sa umaga,

pagkapaligo, at sa hapon.

Isa pang kamangmangan ng maraming magulang ay iyong pagpapabayang ipatakot ó takutin kaya ang mga ba a, buhat sa pagkabata, sa mga nuno, kapre, kandarupat, mandurukot, tiyanak, asuwang, pamav at ibapang n goubu ga ng madlang katakutan. Ito para sa mga bata ay isang kasawiang madalas pagkasanhian ng pagkamahinang loob, magugulatin pa kung magkaminsan.

Ang lahat ng mga nabanggit sa itaas ay isinasa no namin sa mga ina't ama man, na mangyaring pagkaabalahan ng kahi't munti man lamang panahon, upang maiwasan ang napakalungkot na pagkamatay ng maraming sanggol.

Sa w kis ay isinasamo rin naman sa kai la ni walin na ang mgi malí g paniniwila diyan sa mgi chilots na walang namumuangan sa mabuti at wastong pagaalaga sa ina't sanggol.



PANULAT KATULONG

GURONG PILIPINO

Alay sa mga kawal ng pagtuturo. Lalonglalo na sa mga kaibgang Pablo de Guia Norberto Javier, León Gómez, Simplicio Reyes. Eusebio Daluz, Margarita Daluz, Zoila Zaprid, Magdalena Matro atbp.

Gurong Pilipino: Huwag kang mámangha kung kita'y hangaan at ang isipan mo ay ipalagáy kong taguan ng yaman, ng yamang núnubós sa pagkaduhagi ng Sangkatauhan, ó kaya ay bukál na sa araw-araw ay binabalungan ng tubig ng aliw, pag-asa, pangarap, diwa't kabuhayan; pagka't sa isip mo'y aking namamalas na namumuhata't doon nanggagaling ang mabisang gamót na nakabábahaw at nakapapawi ng mabisang piring sa mata ng bayan.

Gurong Pilipino: Ikaw ang bayaning sa maghamaghapo'y nakikipagbaka sa bayó ng unós, sigwa at daluyong. ikáw ang bayaning ang sandatang hawak ay di natitikom bagkus laging bukás na anaki'y pansol na balong ng balong, na kahi't bagyuhin, manalo't matalo'y hindi umuurong, bagkus ang tapang mo, hanggang nagwawagi'y lalong nag-uulol. Ang tabák mong hawak, sa bawa't pagyamba, ang náibabango,y libolibong bayan..., pagka't ang Tabák mo ay tabák ng Dunong.

Ikaw ang aliping mistula ng lahi. , ikaw ang alila na lubhang timtimang sa panginoon mo y di nagpapabaya, ikaw ang alipin na sa araw-araw ay nagsasawang magsabog ng binhi sa linapadlapad ng bukid ng nasa, ikaw yaong pastol na sa hayupan mo'y kung nag-aalaga ibig mo'y ang bawa't isa sa kanila y makitang pasasa, pagka't ang damo mong laan sa kanila' o di nakasusuya bagkus pa rgang lubos na nakatataba t nagbibigay diwa.

lkaw yaong panday na sa pa dayan mo'y doon hinuhutok ang kunat ng isip, ang puról ng ulo at tigás ng lóob, sa polihan ay walang matigás na di nahúhubog at nabábalangkas, upang kung gayon na'y gumanda't lumusog; tubig mong pangsubo'y nagbibigay tapang sa Anak ni Takot pagka't ang tubig mong pinagsusubuhá'y tubig na nágos sa Dahon ng Aklat, na kung magkaminsan ay nakalúlunod sa mga Palalo, at nakatútubos sa mga Busabos.

Ikaw ang magula ng—sa madaling sabi—ng Sangkatauhan, sapagka at ikaw ang matá ng tubig na dinadaluyan ng lahat ng salik na sa Sanglupalop ay nakabubuhay..... sa'yo tinatanggap ng dalawang palad ang pangunang aral at pagkakilala sa mulâ at mu â ng kaliwa't kanan..... Ikaw rin ang Inang walang hinihikap sa gabi at araw kundi ang anak mo ay huwag masinsay sa mabuting daan, pagka t ang Aral mo ay Aral ng Diyos ng Katutuhanan.

Dátapwá t ikáw rin, Gurong Pilipino, ang apíapihin, ikaw ang kaylan man, anaki y hindi pa magkitangkitáin, ikaw ang sa lahat ng h gpit sa buhay ay di pagitawin, wari'y kasangkapang saan man isulong, hilahi't batakin ay pilit súsunod, pag ka't pagsuay mo y iyong sásapiting sa tunay mong silid na tinutulugan, ikaw'y palayasin.... Kahambalham' al ka, Gurorg Plipino, pagka't kun, wariin: ang lahat ng sarap ay pawang kanila't paghirap ay atin.

Huwag mong damdamin: Talagang ganiyan ang ibig mabuhay, habang nagtitiis ikaw sa pagsunod, av nalalarawan ang karangalan mo at pagkadakila sa harap ng bayan, pagka't alam niyang, ikaw'y sumusunod alaug-alang lamang sa atas ng iyong pagkakatutubong inyanák na tunay sa bayang ang lahat ay binga at sut ling ng kawang-gawaan. Dito'y naging isang tuntuning mabisa at pangkaraniwan na anoman yao'y iasa sa Diyos ng Punong Katwiran.

Ikaw'y hindi yaong busabos na kahi't laging minumura ay di man tumugon; sa harap ng Tao kung alipusta ka ay dakila ka rin sa harap ng Divos, sa mula't mula pa. Ikaw yaong Kristong habang napapako'y nagpapakilala na hindi lilibo ang tinutubòs mo sa pagkakasala, pagka't ang pasan mo sa dalwang balikat na di mo makava'y dapat mong tantuing ang pasan mong iyan ay Kurus ng dusa, kava't pilitin mo na maitaguyod sa Bundok ng Moria.

Magpasalamat ka at ikaw ay hindi natutong tumulad sa mga kung kava namahal sa puno, sa puri'y humamak.... pagka't alaming mong sa lahat ng gubat av mayroong ahas at sa bawa't bayan ay di mawawalan ng Hudas..... Ang Hudas na puso, kahit pakanin mo sa dalawang palad kapag nakaisip na pasamain ka ay hindi maliwag; Kaya nga at ikaw, Gurong Pilipino, hayo at lumakad, Pasnin ang Kurus mo, hanggang máitirik sa hantungang dapat.

JULIAN CRUZ BALMASEDA.

Bakood, Kab., Marso, 1911.

ANG YAMAN AT PURI

I.

Sa tabi ng ilog. May magkaibigang
Masayang masayang nangag-uusapan,
Minsay'y mapatigil, minsa'y magtawanan
At minsa'y mahintong
Parang naghahaka't nagbubulaybulay,
Minsa'y mapatayong parang nag-aaway
Parang may hiwagang pinagtatalunan.

—Salamat katoto't nabuksan sa akin Ang bagay na iyan. Ngayon malilining Kung aling ang lalong may uri't may ningning Sa puri ó yaman. Iyan ang simulang sinabing pasaring

Nang isang kausap sa kanyang kapiling Na noo'y payapa, tahimik, gupiling.

11.

Ang isa'y nagtuloy ng pagmamatwid:

—Ayon sa akala na abot ng isip
Ay walang uunang sukat makaparis
Sa yaman ng tao,
Iyong talastasing sa silong ng langit
Ang lalong mabisang ligaya ng dibdib
Ay yaman at yamang panugon sa nais.

-Ang yama'y panilo sa lalong mailap,

Ang yama'y palaging pakpak ng pangarap, Ang yama'y pang-alis sa tali ng palad At buklod ng buhay, Ang yama'y gayumang parang humahatak Sa puso ng taong ibig makaiwas, Sa bangis ng lungkot, sa bangis ng hirap.

—Ang yama'y may lakas, sadyang bumabali Nang lalong matibay na kanyang mamithi, Ang yama'y pangbulag sa lalong masuri, Sa lalong marunong. Ang yama'y daig pa ang isang kudyaping Umaawit awit sa isang matimpi, Sa isang diwatang may masuyong ngiti.

—Ang yama'y pamawi sa hirap, sa dusa,
Panungkit sa bawa't mahiling, mapita,
Ang yama'y pangbili sa laksang ginhawa
At layaw nang palad,
Ang yama'y panghanap sa ibig makita,
Panubos sa madlang ibig lumigaya,
Pangbuhay sa isang wala nang hininga,

- Kung ikaw'y mayaman, sa iyo'y luluhog
Ang lalong magandang simpanan nang lugod
Kung ikaw'y mayama'y ang ayaw umirog
Ay pilit iibig

Ikaw'y aariing pangalawang Diyos, Ikaw'y igagalang ng lubos at lubos, Ikaw'y susuyuing ng ganap at taos.

—Anopa't ang yama'y may bisa, may hiyas, Wala nang katimbang sa Sangmaliwanag: Iyong magagawa ang lupa sa dagat,

At dagat sa lupa; Iyong mababago ang ayos ng lahat, I) ong maguguho ang bundok at gubat, Iyong mabibili ang buhay at palad.

—Ngayon kaibigan: Sino kaya ngayon Ang dapat magwagi nitong pagpupulong? Ngayon ka sumagot, ngayon ka humatol

Kung alin ang lalong Dakila, mabuti, sa yamang panugon Sa mithi ng mga lumulungoylungoy O sa puri namang ipinagtatanggol,

III.

Sumagot ang isa – matapos huminto Yaong pag-uulat, yaong pagkukuro Nang ka@yang kausap na tila nahapò

Sa pangangatwiran. Katoto – ang bigkas — ikaw'y naliliko, Ikaw'y namamali't hindi nawawasto Pagka't ang sinabi'y malayong malayo.

—At ano ang puri sa iyong palagay, Sa iyong akala aking kaibigan? Ang puri ay putong na palatandaan

Nang pagka malinis, Ang puri'y sagisag ng Sangkatauhan, Ang puri'y bulaklak na pag nalipasan Nang bango, at samyo'y isang kamatayan.

Nagtataka ka bang madinig sa akin Na ang puri'y buhay ng mga butihing May pusong sinimpanan ng bait at hinhin

At dakilang asal?

Nagtataka ka bang kung aking sabihin

Na ang puri'y yaman ng isang damdaming

Busog sa pangarap, busog sa paggiliw?

At ano ang puri; aking inuulit,
Ang puri ay tanging biyaya ng langit,
Isang karangalang wala ng kapalit
Kung di isang hukay.
Ang puri ay yaman ng isang malinis,
Ang puri ay dangal ng gintong pag-ibig,
Ang puri'y wala nang katumbas, kaparis.

Ikaw ma'y mayaman at kung w lang puri
 Lahat nga'y tatawa sa iyong sarili,
 At ang katulad mo'y yaong sinasabing
 Malinis ang labas
 At burak ang loob, malansa, marumi.
 Mabuting di hamak ang dukha't pulubi
 Kung may puring taglay sa pagkabayani.

- Salamat at ikaw yaong nag-uulat
Na ang yama'y isang pangkitil, pangbulag,
Pangpatay, pangbigti, pangsuhol, pangbihag
Sa bawa't maibig
Ngayon isang tanong: Iyan ba'y marapat
Na asal-asalin ng Sangmali anagk
Ikaw'y naliliko, ikaw'y nali insad.

Ang nakakatulad ng isang mayamang
 Walang angking purit walang angking dangal
 Ay yaong bulaklak na magandang kulay
 Ngunit walang bango
 At nakakatulad ng langitlangitang
 May dungis na waring parusa ng buhny,
 Halakhak ng taong tumatanawtanaw

—Lalong mahalaga ang puri ng tao
Kay sa gintong yaman ng buo mang mundo,
Ang puri ay hiyas na putong sa u'o
Na parang korona
Nang dakilang Haring nunupo sa trono
Parang isang laurel, parang sipres, lirio
Nang mga mapalad, na nagsipanalo.

Hanggang dito ako, irog kong kasama,
 Iyan ang katumbas, iyan ang halaga,
 Iyan ang matwid na aking nakayang
 Sabihin sa iyo,
 At sa dakong huli'y dinudugturgan pa:
 Na ang puri'y yaman ng mga dalaga,
 Isang karangalang walang pangalawa

IV.

Dito na naputol yaong salitaan, Yaong pagtatalo ng magkaibigan Dito na natapos ang pangangatwiran Noong nag-uusap.

Kayo ang humatol sa nanga pakinggan,

Kung ako ang iyong mithing magpalagay:
"Lalong mahalaga ang PURI sa YAMAN..."

PASCUAL DE LEÓN

Tundo, Maynila.

MGA TULANG TAGALOG

Balagtas at Celia

Alaala sa ika 2 nang Abril.

Sabihin nanga nióng ang una'y dakila,
Sabihin nanga nióng siya'y makata
O kaya'y may gintong patak na nang luha
Na sa panulat nia'y nanatak na kusa;
Nguni't di katulad nang kay Celiang mukha
Maganda, marikit, sariwangsariwa
Na sa gunita ko'y hindi mawawala
Unusin man yata nang sampú mang laksang
Bayo nang panahon, sigwa at dalita;
O kaya'y inisin ang puso ko't diwa
Upandin limutin ang pisnging sariwa;
Nguni't di lilipas ang aking winika
Pagka't may taglay na sula't pang-iwa
Na kahalohalo ng mga diwata
Sa bangin at gubat, kaparangan't wawa

Kung sino si Ce'ia? Hindi pa ba alám? Dalagang natangi at pinaraluman Nang isang Balagtas sa pag iibigan, Dalagang sa ganda ay naging hantungan Nang mga tulai't mga panagimpan Nang mga makata na lalong pihikan; Dalagang mahinhin, tunay na batisan Nang isang ugaling dapat na hangaan: Siya'y purí, aliw, siya ring ang yaman Nang bayang salanta't pinaglalaruan... Balagtás? Makatáng umibig, gumalang. Sumuyo, nagtiis ng karalitaan Nang dahil kay Celia saka sa umagaw Nang kanyang tuwa at kaligayahan, Balagtás: makata. Celia: paraluman

Maynila-2-IV-11.

DIWANG GINTO.

Platería y Relojería

Sombrería y Zapatería

May tinda kaming sarisaring sambalilo gaya ñg Baliwag, Buntal, Kalasiaw, Paja, Fieltro, Lana at iba't iba pa

D. FELICIO

Sarisaring Zapatos, Carteras, Portamonedas at iba pang bagay.

Maririkit na Cuello, Puños, Corbata at mga botones, sandallas sa bata, cinturon at iba pa

Maraming KALASJAW ayos paja at mapuputi.

Calle Real 185 y 187

Intramuros, Manila, I. F.

IKAW RINI

(Sa iyó:

Ikaw na malaong tinawagtawagan at sinuyosuyo ng boong pitagan; ikaw na malaong hinibikhibikan, pinintupintuho at dinalanginan, ang siya rin ngayong pakikiusapang dumingig ng aking mga panambitan.

Ikaw ri't di iba: paanong di gayon sa ikaw ang tanging pinopoonpoonl mangyayari kayang ako pay mag-ukol sa iba ng kahi't imbing pananaghoy sa ako'y wala nang pinapanginoon kundi ang dilag mo, hanggang maparool?

Ikaw ang tangi kong paraluma't aliw bagama't hindi mo yata pinapansin; ikaw ang bathalang popoonpoonin kahi't yaring palad ay habaghabagin... mamatay man ako, ikaw at ikaw rin ang dadalangina't tatawagtawagin.

!Mangyari, sa ubod niring abang palad ay ikaw ang tanging dooy nalilimbag at tadhana ko nang buhay may mautas ; ikaw ang ¡giliw kong! ibig na matawag, maging kaulayaw sa lambing ng hirap at maging kasama sa ligayang ganap!

Ikaw ang nasa kong paglingkulingkuran at sambasambahin sa aking tahanan; ikaw ang hangad kong maghawak ng buhay, ako'y maging iyo hanggang kamatayan; ang lahat ng aki'y ikaw an magtangan. at maging susi ka ng puri ko't dangal.

Iniibig kita gaya ng pag-ibig ng n ga bulaklak sa hamog ng langit, ako'y malalanta munting di magkamit ng iyong biyayang aking panag-inip; sa kabuhayan ko'y patak ka ng tubig ako'y malalaing kundi mo madilig.

Totoo ngang ako, sa mga pagsamo'y madalas mangyaring magsawalang kibo ... datapwa't sa ubod ng diwa ko't puso'y naroroon ka ri't sinusuyosuyo:
oo, naroon ka't kahit di mo tanto'y niluluhuran ka at pinipintuho...

Ang ganito kaya'y di mo nalalaman? ¡Kay sawi kong palad! Yaring kapalaran pala'y nahahandang maputi kailanman kundi ma ing iyo at akin ka naman, saka di mo pala nauunawaan ikaw ang poon ko hanggan kamatayan

DAPIT-HAPON.

Marzo, 1911.

ANG BABAE AT ANG BAYAN (1)

NI ROSALIA DE LEON

II.

Durugtungan ko ang aking lathala sa nakaraang bilang ng buwan ding ito.

Kung doo'y pawang kabutihan ng babae ang aking naitala, ay ngayon nama'y ang sama at buti niya ang aking ilalarawan.

Sa isang aklat na inggles, akdâ ni Max O'Rell ay sinipi at pinagahasan kong isinatagalog ang na sa ibaba nitó, pagka't inaakala kong mahalaga at katotohanan.

Aniya

"Kung tayo'y lilingon sa unang kalagayan ng sinu"kob, ay makikita nating mula sa una niyang ayos,
"ay babae ang siyang laging naging isang ganap na
"kapangyarihan. Ang katotohanan nga'y ang pinaka"malaking pangkat ng ating matandang kasaysayan ay
"pawang ukol sa kaniya.

"Ihalimbawa natin sa mag-asawang Eba at Adan, "Ang ahas at itong huli ay nagkaroon lamang ng mun-"ting hati, kay sa kay Eba. Nilaro ng ahas ang tung-"gak at ang kaawaawang lalaki'y ang ulol.

"Kailan ma'y hindi ko nabasa ang kasaysayan ng hindi ko ikinahiya ang naging unang kinatawan ng haking mga kabarò at ng sarili. Kung ako'y naging si "Adan, ay mapagtitisan ko ang lahat dahil kay Eba "sukdang maging kapahamakan ko, mailigtas lamang of aking mapagtakpan ang isang babae (lalo't aking miniibig at napakatapat sa akin, gaya ng katapatan ni "Eba kay Adan) ay pagsisinungalingan ko ang lahat "at lahat sa bawa't sandali.

"Gaanong laki ang pagtatangi sa kasaysayan ng una "nating magulang; tulad sa isinasaysay sa mahal na "aklat ng mga kampon ni Budhâl Sa mga talata ni-"ya'y ating nababasa na ang lalaki'y natukso ng babae, "at sa ating palagay ay nangyayari ito sa mga lalaki "at siyang lalagi kailan man." Ang lalaki (si Adán) ay "napadaig kay Eba Nang siya'y mahuli at lapatan "ng parusa, ay kay laking kaibhán! Hindi man la-"mang lumingon upang magsabi baga ng: 'Hindi po "akin ang kasalanan; siya po aug tumukso at dumaig "sa akin'. Hindi, kundi tinanggap niya ang paratang, "pinatunayang siya lamang ang sumuway at karapat-"dapat na pagisahan niya ang kaparusahan. Lumapit i'si Eba; siya ma'y umamín din sa pagkakasala. Ito'y "karan wang mangyari: magtakip ang isa sa isa. Su-"mamong magdusa kapwa at sila'y pinairugan. Sabay

"na lumisan sa paraisong binawi upang tumungo sa "isang di kilalang tahanan. Ito ang unang tala ng "pagibig at pananalig.

"Mula noo'y ang babae ay naging simula ng da-"lawang lakas: Sama at Buti."

Aniya pa:

"Isang magandang babae ang naging sanhi ng dig"ma sa Matandang Troy; ganito rin ang dahilan ng
"pagkakamit ni David ng kaisaisang sala; ang pag"kasawi ng kaluluwa ni Salomon, ay babae rin ang
"dahilan. Anopa't sa babaeng lahat, sa babae. Isa ring
"babae ang naging sanhi ng isang pinakamalaking sa"lang natatala sa kasaysayan: ang sanhi ng kakilaki"labot na pagkamatay ni San Bartolome. Isa ring babae
"ang inupahan ng mahal ang siyang simula ng mala"king digma ng Pransia at Alemania.

"Sa Pransya ay nagkaroon ang babae ng isang "halagang dakila. Doo'y bukang bibig ang: Cherchez "la femme.—Hanapin mo ang babae. Nagmulang una "sa labo ng tanyag na sanggunian ng Pransya: ang "pangulong Dupin ng ang naghahari ay kagalanggalang "na si Luis Pelipe.

"Datapuwat sa kabila ng lahat at lahat, maging ang babae'y maging 'unay na ngang simula ng lahat ng 'sama, ay di maikakait na utang ng isang lalaki ang 'lalo niyang mahalagang yaman sa sarili sa isang babang sa lahat ay una niyang nakilala; sa kaniyang 'ina, ang isang lalaki'y hindi natuto ng lahat sa paa-'ralan; doo'y kaniya lamang lalong pinadilag ang ka-'niyang mga dating gawi, nguni't ang kaniyang kaisi-'sipan ay malaon nang natayo mula pa sa sinapupunan 'ng mabuting ina.'

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⁽I) Sa kakulangan ng pitak ay di namin nailathala noong nakaraang buwan. Namamahala.

ANG AMING MGA KATULONG



GERARDO CHANCO REVES

23 ng Abril, 1889: Ipinanganak sa San Miguel, Maynila Nag aral ng "primera enseñanza" sa Ateneo de Manila; pagkatapos, sa Tondo Intermediate School, at nagtuloy sa Manila High Scaool hanggan sa umabot sa "Third Year". Hindi natapos ang pag aaral dito sanila sa isang malaking pangangailangan: kumita ng ipagtatawid gutom.

Nagsimula ng panunulat: 18 taóng gulang.

Neging katulong ng mga pah yagag ngayo'y patay na: "Mulig Pagsilag", "Lunas ng Bayan", "Buhay Pi lipinas" at "Ang Paggawa."

At katulong ng mga pangkasalukuyan: "Taliba", Ag Mithi", "Renacimiente Filipino" at "Pagsulong sa Karunungan".

Bihirangbihirang ilagda ang tunay na pangalan sa pagsulat,

Noong araw'y karaniwan niyang sagisagin ang mga sumusunod: Loking Tundo, Doyanti, Myosotis, Gérmen Cordial, atbp. At siya rin ang nagpapamagat na Martin Bantayan.

Unang bunga ng kanyang panulat: Ang "¡Duwag!...", nobelang tagalog na malaong tumanggap ng marami at iba't ibang haka sa pitak ng mga páhayagan.

Isa sa mga malalamang pangkat ng nasabing katha: "-Ang paghahanda ng malaki at masigla, ang paggamit ng maiinam at mariringal na damit, at ang pagtatapon ng daandaáng piso ng dohil sa isang kasalan, ay nauukol lamang sa mga may kaya, at nababagay ganapin lamang niyang mga táong nananagana sa salapi, niyang mga táong hindi na malaman kung saan pa dadahin o kung saan pa gagamitin ang kanilang laksalaksang yaman, niyang mga taong mandi'y mga tanging nililingap, kinakalinga at minamahal ng Diyos sapagka't siyang nabubuhay lamang sa gitna ng kasaganaan; dapwa't para sa isang gaya ko, para sa mga maralita na walang salaping linalamas sa araw at gabi, at walang inaasahang ginhawa at walang linalasap na kayamanan sa buhay na ito kundi ang munting ibinubunga ng kanilang matiyagang pagpapakilos ng mga bisig at ng marangal na pagpapatulo ng sariling pawis ay alargan, totoong alangan, at kailan ma'y hindi dapat hanapang makapagdaos ng isang pag-iisang dibdib na nagtataglay ng sigla, dingal, inam, gilas, kisig, at madla pang bagay na pawang ikalulugod ng mga matang magmasid."

Sa mga kapisanan: Naging kasapi sa ilang malala-

Sarisaring Karunungan

NI MANUELA AMORSOLO.

IX

Ang Pag-ibig.

Kung ibig din lamang ng mga binatang managumpay ang kanilang pag-ibig, ay kailangang magtiyaga, pagkát ang makukunat na dalaga natin ay dito lamang karaniwang nahuhulog at umiibig. At hindi bagá ninyo natatandaán ang ating kasabihan na: «Walang matimtimang babae sa matiyagang lalake.»

> X Kayo .. Inyó...

Ito'y mga katagang lubhang maraming pilipino ang gumagamit sa wikang tagalog. Ang «Kayo» ay ginagamit ng mga iyan kahi't na sa isá ó marami, ngunit di sa isáng tuntunin. Ha:—Sa paggalang sa kausap.—[Kayo po baga'y nag-agahan na? Ito'y ginagamit kahi,t na isá ang kausap, na dapat bagang sabihing: [Kaw po baga'y nag-agahan na? Ngayón, kung ukol sa marami, ay tahasáng masasabi nating ang katagang «Kayo», nguni't kailán ma'y di dapat sa isa kahi't na anong paggalang ang iyong ibig gawin.

Ito'y kailangan sa ganang akin, upang sa papaganito'y mabuo natin ang katutubong wika na ngayo,y kasalukuyang pinayayaman at pinaniningning la harap ng ibang bansa.

Hinggil namán sa «Inyo» ay isa pa ring malaking kamalian sa pagbigkas ang ating naugalian. Ito'y kawangki din ng una.

Naito ang isang halimbawa:

¿Sa *Inyo* pó bagá itó? ó kaya,y: ¿inyo po baga itó? Na dapat sabihing: ¿*Iyo* po baga ito? ¿Sa iyo po baga itó?

Kung sa bagay ay walang dapat na pakatuligsaín sa mga katagang ito, palibhasa'y binibigkas lamang, nguni't eupang mapawasto- maging sa pagsulat, ay huwág pagkamalan, pagka't kailangan lubha ang tanitó.

IX.

Busabosl

Pakatandaán sana ng sino man na huwág kailán man makabigkas ng katagáng gaya nito. Ang katagáng ito,y palipas na, at ang katumbas sa ngayón ay «kapatid»

Walang dapat tawaging «busabos» sa ngayon kung hindi ang hayop, oo, ang kayop. Kaya't kapag tinawag ninyo nang busabos ang tao, o ang kapuwa ninyo ay itinutulad ninyo siya sa hayop. Nalalaman na ba ninyo? Siya, inyong pag-ingatang bumigkas nito.

king samahan sa Maynila, at ngayo'y kasalukuyang isa sa mga katulong at kalihim ng malusog na samahan ng mga mangangathang tagalog: "Aklatang Bayan."

Sa pagbabasa; Kinag giliwan niyang tunghayan ang mga katha nina Gomez Carrillo, Zamacois, Blasco Ibanez, Zola, Tolstov, Kropotkine, Mailock, Carlyle, Smiles, Willey, Martk Twain, at iba pang mga dakilang mangangatha ng Sangkatauhan.

Ngayo'y isa siyang kawani ng Pamahalaan: "Bibliotecario Auxiliar" sa Aklatan ng Kataastaasang Hukuman.

Pitak ng mga Balita

Katiwala sa Lal. ñ Bataan

Di pa nalalaong si G J. S. Dú ay inilagay naming katiwala nitong pahayagan sa Lal. ng Bataan Siya'y taga Pilar, Bataan. Katulong din namin sa pagsusulat

Siya'y kusa naming inila ay dahil sa kaalaman naming may kaya sa ganito; at siya'y aayaw tumanggap ng ano mang salaping katumbas ng kanyang hawak na tungkol.

Ang sino mang mambabasa sa lalawigang ito ay mapagkakatiwalaan siya ng halagang ukol sa tinatanggap na pahayagan. At sino mang may ibig na magkaroon nitong pahayagang ito, ay makapagsasadya ó sumulat man sa kanya sa Pilar, Bataan.

Isang sanggol na mataba

Ang asawa ng mahal na kaibigan at katulong naming si G. Chánco, ay kapapanganak pa lamang ng isang matabang sanggol na lalake.

Hangad naming ang bata'y lumaki sa gitna ng katiwasayang loob ng mag asawa.

S. P. N.

Sabina Oliveros at Kitko

ni Buenaventura.

Ang kasawian ng palad ng mahal naming kaibigan at kapatid sa tungkol na si G. Emigdio Buenaventura, punong gurò sa "Tangos Public School, Nabutas", ay sinaksihan ng pagkamatay ng kanyang pinakamamahal na asawa.

"Tisis" ang sa maluat na panahon ay naging sakit at binawian ng buhay noong ika 18 ng Marso ng taong umiiral. Apat ang anak na naiwan na pawang malilit at ang isa ay pasusuhin pa.

Nakikipighati kami sa asawa ng yumao at hangad namin ang mapaglabanan niya ang matinding dagok ng kapalaran.

Sa pamamagitan rg pahayagang ito ay pinaabot ng naulilang asawa ang mataos niyang pasasalamat sa lahat ng sa kaniya'y tumulong, dumamav, at nakipaghatid sa libingan, lalonglalo na sa "Makabayang Nabutas."

Bagong Nobelang Tagalog

Di malalao't lalabas ang isang bagong nobelang tagalog na kasalukuyang nililimbag kay Fajardo at Kana may pamagat na: SA LIKOD NG ULAP...

Ang akdang ito, ay mula sa katas ng panulat ng aming mahal na kaibigan at katulong na si G. E. L. Valmonte.

Antabayanan natin ang kaniyang paglabas at saka mamili tayo ng tigitigisa.

Sa pamagat ng nobela, ay may mahiwaga manding tinatag'ay na dapat pagkaabalahanang basahin nino man at ng matarok kung ano yaong na Sa Likod ng Ulap...

Kung aming mabasa ang laman ng sinabing nobela, ay saka na kami muling magbabalita.

Balitang buhat sa Bagong Esiha

Upang matiyak kung sino sa mga "base-ball team" sa bawa't bayan nitong lalawigang Bagong Esiha ang dapat magkamit ng gantingpalang "Basket ball Outfit" na inihahandog ni Mr. Forbes, ang kahulihulihang larong ukol dito ay ginanap dini sa San Isidro noóng sabado ng hapon, ika 25 nitong Marso. Dalawang team lamang ang nagkaroon ng karapatang sumali sa huling larong iyon, sapagka't ang iba ay kinapos ng palad na di magwagi sa mga kinalaban mula pa noong mga huling araw ng Enero. Ang mga team na ito ay dili iba't ang mga bantog na San Isidro Municipal at Gapang.

Gawa ng pangyayaring noong mga buwan ng Nobiembre at Disiembre at magpahanggang ngayong Enero at Pebrero na ay di pa makapamaibabaw ang Gapang sa San Isidro Municipal, ang madlang nanood sa huling laro ay halos nagdala ng pag-asang ang magtatagumpay noon ay ang "San sidro Municipal". Ngunit lahat sa kanila ay pinanganga sa hangin ng katalinuhan sa larong ito ng mga t-ga Gapang, sapagka't ng magkataló ay ganito ang kinawakasan:

San Isidro Municipal. 0.00000-1-1 Gapang 0-1-02 1-00=4

Kaya ang Gapang Team ay "champion" ngayon sa lalawigang ito.

—Isa sa mga kapuripuring nagagawa ng Gobernador Natividad sa kapak nabangan ng lalawigang ito, ay maibibilang ang pagkakatutóp sa isang sabungang ayon sa balita y natatayo sa Linaw, Kabiyaw. Di umano'y may licencia naman ang nasabing sabungan ngunit malaon na raw na binubuksan sa araw araw kahit hindi lingo at araw na pangilin, bagay na ipinagbabawal ng batas,

Noong lunes ng umagang umaga ay naparoon ang ilang konstable, pulis-lalawigan at pulis bayan, at kasama nila ang masipag na gobernador at punong-bayan dini na si G. Antonio Vallarta. Nangagsipag anyong mananabong ang mga ito, ilan sa kanila ay may taglay na manok at baraha, at kung may dala mang baril ay pawang ikinubli sa mga mananabong. Nang sila ay kasalamuha na ng mga taong salarin ay saka nila irilitaw ang mga taglay na rebolber at noon na napamaang ang madla. Abot-abot sa isang daan katao ang nangahuli; at kung gugunitain ang mga multang nauukol sa gayong pagkakasala, ay mahihinuhang malaki ring kuwalta ang mapaparagdag sa kaban ng pamahalaan.

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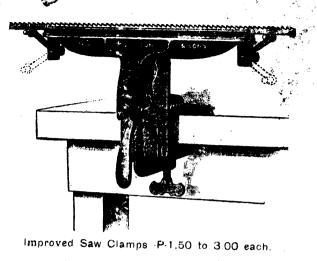
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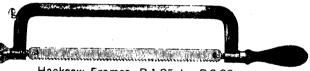
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